DOCUMENT RESUME

ED 233 084 TM 830 549

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TITLE Longitudinal Achievement Trends, 1976-82.
INSTITUTION Dallas Independent School District, TX. Dept. of Research, Evaluation, and Information Systems.
REPORT NO IS82-001-81-10
PUB DATE Aug 82
NOTE 104p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Academic Achievement; Achievement Tests; Curriculum Evaluation; *Educational Trends; Elementary Secondary Education; Local Norms; *Longitudinal Studies; National Norms; *School Districts; School Effectiveness; Test Norms
IDENTIFIERS *Cohort Differences; *Dallas Independent School District TX; Iowa Tests of Basic Skills

ABSTRACT

The Dallas Independent School District presents longitudinal trends in achievement test scores of students tested in each of its subdistricts from 1976 to 1982. Forms 5, 7, and 8 of the Iowa Tests of Basic Skills were administered. What the quasi-longitudinal and cohort-longitudinal test scores together affirm is that median scores have traditionally been higher at lower grade levels than at higher grade levels. Cohorts of District students had scored high when in grades 1-3 in recent years and then lost ground with their peers in the national norming group over the following 2 or 3 years. The patterns of growth within grades, while indicating that achievement scores have generally improved in grades 1-8 in 1982, do not show that cohorts have yet caught up with their prior performances as younger students 2 or 3 years earlier. In order to catch up, growth within higher grades must exceed growth within lower grades. What has been actually happening is that, while growth generally exists in all of grades 1-8, it is even stronger at the lower grade levels than at higher grade levels. (PN)

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ED233084
TM 830 549

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LONGITUDINAL ACHIEVEMENT TRENDS, 1976-82

IS82-001-81-10

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August 1982

Longitudinal Achievement Trends, 1976-82

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Purpose of the Study

Longitudinal trends in achievement scores can be examined in two ways: by tracing the annual performance of a cohort of students across grades over several years (cohort-longitudinal trend) and by comparing the annual performances of students within grade over several years (quasi-longitudinal trend). The former helps to assess the effectiveness of curriculum and instruction on students who remained within the District over several years, by removing the largest effects of student migration to and from the District. The latter helps to identify the effectiveness of schooling on total student enrollment within each grade. Unless both approaches yield nearly identical results, together they sketch a fuller picture of student achievement than either can alone. Trends noted in the study can have implications for planning new instructional programs, as well as indicating the relative success or failure of recent programs.

Methodology

Sample

This study was based upon test scores of students tested in each subdistrict since 1976. In 1976 testing was held in grades 2, 4, 6, and

8 in the fall. In 1978 testing was held in grades 1-5 in the spring and in grades 7-8 in the fall. In 1979 testing was held in grades 1-8 in the spring. In 1980 and 1981 testing was held in grades 1-11 in the spring. Beginning in 1979, when additional data first became available and hence the system-wide testing policies could be followed more closely, only a subset of special education students was included in the test score summary statistics; prior to 1979 all students tested were included. Thus, included in this study were those special education students who were served totally in regular or vocational education classes, not by, but sometimes with assistance from, special education personnel. Also included were those who were pregnant or speech impeded. Any other handicapped students, even though tested at the discretion of local school personnel, were excluded from this study.

Since 1978 four additional changes were made in testing policy for the purpose of gaining a more realistic measurement both of the individual student's test performance and of group performance. The first change took the form of a systematic strategy for assigning test levels to students in grades 3-8 on the basis of previous test level and performance thereon; enforcement began in 1978-79. The second change classified a student as not realistically measured by the test if the student did not attempt a sufficient number of test items. In 1976-77 the minimum requirement for each subtest was a single item attempted, a default in the absence of any deliberate policy. In 1978-79 the minimum was set at five items attempted, and in 1979-80 it was raised to ten items, where it has remained. In practice, any student who did not attempt the minimum number of items on each of four subtests in Language

Arts, for example, was regarded as not having been tested in Language Arts. The third change, made in 1980-81, was exempting from ITBS-testing Hispanic and other limited English proficient students who had not been taught in the English-based program for at least seven months. The Hispanic students thus exempted were given instead the Comprehensive Tests of Basic Skills Espanol (CTBS Espanol). The fourth change, made in 1981-82, was exempting from testing those students judged to be so skills-deficient that they could not be validly measured by testing. These exemption decisions were made at the campus level and resulted in a very small number of exempted students. All of these policy changes, adopted for the purpose of achieving better measurement, have undoubtedly affected average student performance by raising median scores by some unknown increment.

Furthermore, a stronger promotion-retention policy was adopted in the 1980-81 school year which altered the grade-configuration of students in the 1981-82 school year. By virtue of this policy social promotion began to be phased out. Fourteen percent of first graders were retained in first grade, thirteen percent of second graders in second grade, eleven percent of third graders in third grade, etc. These increased retentions can be expected to have influenced longitudinal group median scores in two ways: (a) a contingent of formerly low-scoring but now maturer students was present in large numbers for testing in grades 1-3 especially; thus, for example in grade 3, some 1,300 formerly low-scoring grade-2 students had not been promoted into grade 3 and hence were not present to depress the grade-3 median scores; however, some 1,000 formerly low-scoring grade-3 students had not been promoted out of grade

3 and hence were present to affect the grade-3 median-scores; perhaps the net effect of maturer low-scoring students in grade 3 served to raise median scores there by some unknown increment and thus influence the within-grade or quasi-longitudinal trends; (b) retained students were excluded by definition from cohort-longitudinal analysis; thus, for example in grade 3, some 1,300 formerly low-scoring grade-2 students were excluded from the grade 2-3 (from 1981 to 1982) cohort because they were not present in grade 3 for the 1982 testing; similarly, some 1,000 formerly low-scoring grade-3 students were excluded from the grade 2-3 cohort because they were not present in grade 2 for the 1981 testing; the net effect of these two kinds of exclusions is likely one of raising both the pretest and posttest medians by some unknown increment and thus influencing the cohort-longitudinal trends.

Instrumentation

Form 5 of the Iowa Tests of Basic Skills (ITBS) was used in 1976, 1978, and 1979. Beginning in 1980 Form 7 of the same test battery was used in grades 1 and 2, and Form 8 was used in grades 3-8. The change to Forms 7 and 8 in 1980 required that student test records from earlier years be updated to conform to the 1978 norming of the new forms. For this purpose the test publisher provided a table of scores for converting old grade-equivalent scores to new grade-equivalent scores on all subtests in grades 3-8. A local strategy was followed to convert old scores in grades 1-2; two independent methods (single-parameter latent trait modeling and equi-percentile scaling), corroborating each other's results, were used to convert old raw scores to new raw scores. Because of time constraints score conversion efforts in grades 1 and 2 were

limited to two tests: Reading and Mathematics. This explains the absence of summary statistics and discussion covering Language Arts in grades 1 and 2 below. Beginning in 1980 a new test battery, Tests of Achievement and Proficiency (TAP), was given in grades 9-11. This accounts for the absence of statistics and discussion covering these grades prior to 1980.

Evaluation design and data analysis

Trends in achievement scores were analyzed for each ethnic subpopulation within cohort or within grade, for each subdistrict over the four school years extending from 1978-79 to 1981-82 and within grade only over the 1976-77 school year. Two kinds of summary statistics were computed and analyzed: median percentile scores and the percentage of scores at or above the 50th percentile. These statistics were computed for each test, grade, ethnic group, and subdistrict. In addition, these statistics were also computed for those sets of pretest and posttest students who failed the cohort condition; this permitted comparisons to be drawn between the pretest statistics of cohort and non-cohort students and between the posttest statistics of cohort and non-cohort students. Both national and large-city percentile norms were used.

The median percentile score can be defined as that score on the percentile scale which divides a ranked set of students tested into two subsets of equal size. The percentage of scores at or above the 50th percentile is a statistic which is related, but not necessarily closely related, to the median percentile score. When the median percentile score varies within the range of average scores about the center of the

percentile scale, then a change in median can be expected to be accompanied by a corresponding change in the same direction on the part of the percent-greater-than-50th-percentile statistic; that is, the relationship between the two statistics is a close one. However, when the median percentile varies outside the range of average scores, that is, near the extremes of the percentile scale, then it may or may not be accompanied by a corresponding change in the percent-greater-than-50th-percentile statistic; that is, the relationship between these two statistics is not a close one. In either case, what the latter statistic describes is the relative quantity of higher scores in the distribution of scores. Hence, no matter how the median percentile score varies from year to year, an increase in the percentage of higher scores stands on its own merits as an index of improved achievement.

Next, how much of a change in the median percentile score is required in order for practical significance to be attributed to the change? The same amount of change located at widely different points along the percentile scale has different practical significance. Hence, it was necessary to define a system for the interpretation of change. The system adopted for the present study is summarized in Table 1 below. In it five intervals or categories were imposed on the scale to designate, in succession, above average (AA), average-high (AH), average-middle (AM), average-low (AL), and below average (BA) achievement in 1982. Then were defined seven categories of change in the median percentile score from 1981 to 1982, to designate seven degrees of change ranging from "considerably higher" to "considerably lower." These categories were represented in subsequent tables by symbols "+++"

("considerably higher") through "---" ("considerably lower"), a natural if not familiar representation. Thus, various degrees of practical significance could be indicated for the various magnitudes of difference between two median scores at all points along the percentile scale.

Table 1

Table of Symbols

Spring 1982 Performance Categories of Median Percentile Scores

Category	Percentile Range	Stanine Range	Symbol
Above Average	77-99	7-9	AA
Average-High	60-76	6	AH
Average-Middle	40-59	5	AM
Average-Low	23-39	4	AL
Below Average	1-22	1-3	BA

Median Percentile Score Performance in 1982 Compared to Pretest Performance

Category	Percentile Point Differences for Average Performance	Percentile Point Differences for Below/Above Average	Symbol
Considerably Higher	+10 or more	+7 or more	+++
Moderately Higher	+ 7 to +9	+5 to +6	++
Slightly Higher	+ 4 to +6	+3 to +4	+
Equal	- 3 to +3	-2 to +2	0
Slightly Lower	- 6 to -4	-4 to -3	-
Moderately Lower	- 9 to -7	-6 to -5	--
Considerably Lower	-10 or less	-7 or less	---

Major Results

Since test scores were analyzed longitudinally in two basically different ways, results of the analysis will be presented here in two sections. A comparison of the outcomes from the two analyses will follow.

Quasi-longitudinal Achievement Trends

Trends in median percentiles. Median national percentile scores for the total District for 1976 to 1982 are displayed in Table 2. The most recent trends (1981 to 1982) for national norms for the total District are highlighted by a display in symbols in Table 3; the key for interpreting the symbols is given in Table 1. Shown in Table 4 are the median scores for large-city norms. Tables A.1 to A.15 in the appendix show national and large-city quasi-longitudinal median scores for each subdistrict.

Reading median scores, on the national percentile scale, in 1982 exceeded those in 1981 at grades 2 and 5. At the other grade levels Reading scores in 1982 remained approximately equal to those in 1981. In Language Arts, national median percentiles were greater in 1982 than in 1981 at grades 2-9; Language Arts medians in 1982 remained equal to those in 1981 at grades 1, 10, and 11. Median national percentiles in Mathematics were higher in 1982 at grades 1-3, 7, and 11, and equal in the remaining grades. In general, then, the median national percentile scores of DISD students in 1982, when compared grade-by-grade to 1981 median percentile scores, were higher at grades 2, 3, 5, and 7 in at least two of three subject areas and nearly equal in the remaining grades.

Table 2

QUASI-LONGITUDINAL MEDIAN PERCENTILE SCORES
NATIONAL NORMS

TOTAL DISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	47		56	39		38	35		33	39		44
	1979	51		66	43		50	35		44	43		56
	1980	59	51	61	39	41	38	31	26	33	41	41	44
	1981	67	61	66	47	46	44	43	41	50	51	51	50
	1982	63	61	66	47	51	50	47	46	50	51	51	56
2	1976	44		50	21		20	24		24	28		29
	1978	41		50	29		22	25		27	32		31
	1979	48		59	29		31	22		31	32		36
	1980	54	53	59	32	40	36	25	26	31	34	40	41
	1981	63	59	67	41	47	41	37	40	45	44	47	50
	1982	60	59	67	44	53	50	41	47	50	48	53	54
3	1978	45	65	47	19	38	13	19	32	16	26	46	20
	1979	53	65	58	24	38	16	21	35	23	32	46	27
	1980	51	63	58	24	32	27	21	32	31	29	41	35
	1981	53	72	61	26	46	35	32	49	43	37	54	43
	1982	53	74	68	37	59	47	37	59	51	39	63	54
4	1976	40	37	30	12	13	2	14	15	4	18	20	8
	1978	41	46	34	13	17	3	13	18	7	19	24	11
	1979	49	55	50	15	22	9	17	24	13	25	35	19
	1980	55	62	54	19	28	19	23	31	28	29	37	31
	1981	57	66	57	25	37	28	29	44	31	33	46	38
	1982	57	68	60	29	44	34	31	46	41	36	53	41
5	1978	41	42	31	10	16	3	11	17	5	17	22	8
	1979	49	53	45	17	20	9	18	28	16	23	32	18
	1980	49	57	53	18	26	18	20	30	26	23	36	28
	1981	58	65	60	22	34	26	23	42	34	27	44	37
	1982	60	67	60	25	44	34	25	46	39	33	50	39
6	1976	44	41	38	5	7	1	10	13	6	13	15	9
	1979	44	47	43	14	16	7	15	21	16	20	26	20
	1980	50	56	54	15	21	14	20	26	26	25	31	26
	1981	58	63	59	23	31	22	25	34	34	33	39	36
	1982	60	67	61	28	38	29	33	42	38	36	46	38
7	1978	41		36	5		2	9		4	14		7
	1979	44	42	44	9	12	4	10	14	7	15	20	11
	1980	45	50	46	14	18	12	14	20	18	22	26	22
	1981	50	56	52	18	22	16	20	27	22	25	31	26
	1982	52	59	54	20	27	20	23	30	28	26	35	30
8	1976	44	39	35	6	6	2	11	13	5	13	17	9
	1978	45		35	6		2	11		5	14		6
	1979	46	43	45	8	10	3	12	16	10	16	18	11
	1980	53	54	51	14	16	13	16	19	19	23	25	22
	1981	55	57	53	19	22	17	23	25	23	29	31	27
	1982	56	59	56	20	26	20	23	28	27	30	35	29
9	1980	51	50	50	14	20	12	20	23	20	24	26	23
	1981	54	52	53	15	20	17	22	26	23	24	30	25
	1982	51	52	53	16	26	20	22	30	23	26	34	25
10	1980	54	56	49	13	19	15	24	26	24	25	29	24
	1981	58	59	52	16	23	18	25	32	27	27	32	27
	1982	60	62	52	17	23	21	25	32	27	27	32	27
11	1980	55	56	53	13	14	13	23	25	22	27	27	24
	1981	59	60	53	15	16	16	25	27	24	29	30	24
	1982	59	60	53	16	20	19	25	30	28	29	30	28

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2. LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table 3

QUASI-LONGITUDINAL MEDIAN ACHIEVEMENT TRENDS 1981-82
NATIONAL NORMS

TOTAL DISTRICT

GRADE	READING		LANGUAGE		MATHEMATICS	
	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981
			WHITE STUDENTS			
1	AH	-	AH	O	AH	O
2	AH	O	AM	O	AH	O
3	AM	O	AH	O	AH	++
4	AM	O	AH	O	AH	O
5	AH	O	AH	O	AH	O
6	AH	O	AH	+	AH	O
7	AM	O	AM	O	AM	O
8	AM	O	AM	O	AM	O
9	AM	O	AM	O	AM	O
10	AH	O	AH	O	AM	O
11	AM	O	AH	O	AM	O
			BLACK STUDENTS			
1	AM	O	AM	+	AM	+
2	AM	O	AM	+	AM	++
3	AL	+++	AM	+++	AM	+++
4	AL	+	AM	++	AL	+
5	AL	O	AM	+++	AL	++
6	AL	+	AL	++	AL	++
7	BA	O	AL	+	BA	+
8	BA	O	AL	+	BA	+
9	BA	O	AL	+	BA	+
10	BA	O	AL	O	BA	+
11	BA	O	BA	+	BA	+
			HISPANIC STUDENTS			
1	AM	+	AM	+	AM	O
2	AM	+	AM	++	AM	+
3	AL	+	AM	+++	AM	+
4	AL	O	AM	O	AM	+++
5	AL	O	AM	+	AL	+
6	AL	++	AM	++	AL	+
7	AL	O	AL	O	AL	+
8	AL	O	AL	O	AL	+
9	BA	O	AL	+	AL	O
10	AL	O	AL	O	AL	O
11	AL	O	AL	O	AL	+
			ALL RACES			
1	AM	O	AM	O	AM	+
2	AM	+	AM	+	AM	+
3	AL	O	AH	++	AM	+++
4	AL	O	AM	++	AM	O
5	AL	+	AM	+	AL	O
6	AL	O	AM	++	AL	O
7	AL	O	AL	+	AL	+
8	AL	O	AL	+	AL	O
9	AL	O	AL	+	AL	O
10	AL	O	AL	O	AL	O
11	AL	O	AL	O	AL	+

NOTE. SEE TABLE 1 FOR LEGEND.

Table 4

QUASI-LONGITUDINAL MEDIAN PERCENTILE SCORES
LARGE-CITY NORMS

TOTAL DISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	64		76	56		63	51		56	60		63
	1979	68		79	60		68	51		63	60		72
	1980	74	65	76	56	58	56	46	44	47	60	58	63
	1981	79	74	79	64	62	63	60	58	68	68	65	68
	1982	77	74	79	64	65	68	64	62	68	68	65	72
2	1976	67		70	41		26	41		35	46		53
	1978	66		74	48		46	44		46	52		52
	1979	69		77	48		52	40		52	52		58
	1980	74	70	77	52	59	58	44	44	52	56	59	63
	1981	81	74	83	63	65	53	60	59	67	66	65	71
	1982	79	74	83	66	70	71	63	65	71	69	70	74
3	1978	72	77	72	41	58	32	41	52	43	55	64	48
	1979	76	81	78	45	58	32	41	55	43	55	66	48
	1980	74	79	78	45	52	48	41	52	53	51	61	56
	1981	76	85	80	48	66	58	55	68	66	61	73	66
	1982	76	86	84	61	77	69	61	77	72	64	79	75
4	1976	69	64	60	35	29	11	35	32	18	41	39	22
	1978	75	73	65	33	41	18	33	41	22	46	53	34
	1979	75	76	74	33	41	22	36	44	30	49	58	39
	1980	81	80	77	39	50	39	46	53	51	55	61	55
	1981	82	83	79	49	61	51	55	67	55	61	69	62
	1982	82	84	81	55	67	59	58	69	65	63	75	65
5	1978	77	70	62	29	33	12	31	36	18	43	47	28
	1979	79	76	71	38	38	24	40	50	35	49	56	38
	1980	79	79	77	40	47	38	43	53	49	49	60	53
	1981	84	83	83	46	58	49	49	66	59	54	68	62
	1982	86	84	83	52	68	59	52	70	65	62	73	65
6	1976	77	67	63	20	19	11	27	31	22	38	37	28
	1979	75	73	70	32	31	21	34	42	35	44	49	41
	1980	80	79	78	34	42	32	44	49	51	51	56	51
	1981	85	83	82	49	56	45	51	60	59	62	65	62
	1982	86	85	83	56	63	54	62	69	65	67	71	65
7	1978	80		68	19		13	29		22	36		27
	1979	75	70	71	23	24	14	25	26	21	37	39	28
	1980	77	76	73	34	33	31	34	39	39	48	48	44
	1981	81	80	79	41	43	36	46	50	44	52	56	50
	1982	82	82	80	46	50	41	50	54	52	55	62	55
8	1976	79	69	66	21	16	11	31	30	20	35	37	24
	1978	81		66	25		11	33		20	38		22
	1979	82	71	72	24	21	11	33	33	26	41	37	28
	1980	86	78	77	37	33	30	41	39	40	51	49	45
	1981	86	80	79	45	45	37	51	49	48	61	58	54
	1982	87	82	80	47	51	43	51	55	54	64	63	56
9	1980	72	68	70	29	31	23	39	35	36	44	39	39
	1981	74	71	73	30	31	30	42	39	39	44	46	43
	1982	72	71	73	33	39	36	42	46	39	46	50	43
10	1980	70	70	67	25	27	25	41	37	39	42	41	39
	1981	73	72	70	29	32	29	42	45	43	45	45	43
	1982	74	75	70	31	32	34	42	45	43	45	45	43
11	1980	67	68	68	24	21	22	37	36	35	42	39	38
	1981	70	71	68	26	24	26	39	39	38	44	43	38
	1982	70	71	68	28	29	30	39	43	43	44	43	43

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Quasi-longitudinal achievement trends in median scores within ethnic groups and within subdistricts were as follows.

1. Median scores of White students improved since 1981 in sixth-grade Language Arts and third-grade Mathematics and declined in first-grade Reading in the entire District. At the subdistrict level, median scores of White students remained highest in the Northwest, improved most in Language Arts in the Southeast, and remained lowest overall in the Southeast.

2. Median scores of Black students improved in grades 3, 4, and 6 in Reading, in grades 1-9 and 11 in Language Arts, and in all eleven grades in Mathematics in the entire District. At the subdistrict level, median scores of Black students remained highest in the Southwest and improved most in the Northeast.

3. Median scores of Hispanic students improved in grades 1-3 and 6 in Reading, in grades 1-3, 5, 6, and 9 in Language Arts, and in grades 2-6 and 11 in Mathematics in the entire District. At the subdistrict level, median scores of Hispanic students remained highest in the Northeast and improved most in the Southwest.

Trends in the percent of scores at or above the 50th percentile. Percentages of students scoring at or above the 50th percentile for the total District are displayed in Tables 5 and 6 for national and large-city percentiles, respectively. Tables A.16 to A.25 in the appendix show corresponding statistics for each subdistrict. A change of five points in the percentage of students who scored above the national 50th percentile was judged to be a practically significant change in the quantity of high-scoring students.

The percentage of students scoring high in Reading increased since 1981 in grades 2-10. Significant increases were made in none of these grades. In Language Arts the percentage of high-scoring students increased in all grades except 11, where it remained constant. The grades where significant increases occurred were 1-6. In Mathematics the percentage of high scorers increased in grades 1-9 and remained constant

Table 5

QUASI-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

TOTAL DISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	47		59	33		42	23		37	35		47
	1979	52		69	36		51	29		48	39		56
	1980	57	54	62	37	38	40	27	25	37	41	39	46
	1981	64	62	68	47	48	50	43	44	52	52	51	56
	1982	64	65	71	47	55	51	46	47	54	51	56	57
2	1976	44		52	15		20	15		23	26		32
	1978	42		53	13		22	11		25	22		33
	1979	49		59	20		33	16		34	28		41
	1980	56	53	63	30	38	36	23	26	36	36	40	44
	1981	63	58	68	39	46	44	33	39	46	45	48	52
	1982	65	61	72	40	53	52	39	46	53	47	54	58
3	1978	43	62	44	11	39	14	13	35	18	22	46	24
	1979	51	62	52	18	37	20	18	36	28	28	45	31
	1980	52	62	59	22	35	29	21	35	30	31	43	38
	1981	54	71	64	26	46	37	26	49	42	34	54	46
	1982	55	75	71	31	57	47	29	61	52	37	63	55
4	1976	40	42	36	8	12	8	9	15	10	19	23	18
	1978	44	48	42	10	17	12	9	17	14	21	27	22
	1979	49	57	52	12	23	17	13	26	21	24	35	29
	1980	53	62	54	19	28	22	21	31	29	30	39	33
	1981	58	66	57	24	38	29	26	42	32	34	47	37
	1982	58	71	61	27	44	34	28	47	39	36	52	43
5	1978	42	42	34	10	14	7	10	14	9	20	23	16
	1979	49	53	47	13	20	13	13	21	18	24	31	24
	1980	49	60	54	15	28	22	18	30	30	26	38	33
	1981	56	68	61	20	35	28	23	40	36	31	46	39
	1982	57	70	61	25	44	35	27	47	41	34	52	43
6	1976	47	42	37	8	10	5	14	15	11	22	22	17
	1979	44	46	45	10	17	12	13	19	18	21	27	23
	1980	51	55	54	17	20	19	18	22	24	28	31	31
	1981	59	63	58	23	29	25	26	32	34	34	40	37
	1982	61	68	61	27	35	29	30	39	37	37	45	40
7	1978	44		39	8		8	11		11	20		18
	1979	43	42	44	10	12	9	12	15	13	21	22	21
	1980	45	52	48	12	17	13	14	19	17	22	28	25
	1981	50	56	53	15	21	18	16	23	20	25	32	28
	1982	53	59	54	17	26	21	19	28	26	28	36	31
8	1976	43	42	39	5	7	4	10	13	11	21	22	19
	1978	44		38	7		6	11		12	20		17
	1979	46	43	47	9	11	9	13	15	16	22	22	23
	1980	51	53	51	13	17	13	16	19	19	25	28	26
	1981	54	56	54	15	22	16	20	22	22	28	32	28
	1982	56	60	56	18	25	20	19	25	24	29	35	31
9	1980	50	52	52	10	14	9	17	21	16	25	28	25
	1981	54	55	55	12	18	13	17	23	20	26	30	27
	1982	52	55	53	12	22	15	18	23	21	25	32	28
10	1980	55	57	49	10	15	7	20	22	16	29	32	25
	1981	58	60	51	13	20	9	22	28	21	29	35	26
	1982	60	63	53	15	23	13	22	30	19	30	36	26
11	1980	54	56	54	10	12	9	19	20	16	31	33	30
	1981	58	59	55	12	15	10	21	27	20	31	33	29
	1982	59	60	56	13	17	12	23	28	23	30	33	29

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table 6

QUASI-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

TOTAL DISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	71		72	64		56	54		52	64		61
	1979	76		78	66		62	58		60	68		66
	1980	73	66	73	58	51	52	49	39	50	60	53	58
	1981	78	73	77	69	62	63	67	58	65	71	65	68
	1982	80	77	80	70	67	64	68	62	69	72	69	70
2	1976	68		70	38		38	41		42	49		50
	1978	74		74	45		45	42		47	54		55
	1979	71		74	48		50	39		54	53		58
	1980	75	75	79	54	60	56	45	48	55	58	62	62
	1981	82	80	84	65	69	63	61	64	67	69	71	70
	1982	84	84	86	70	77	74	70	74	75	73	78	78
3	1978	76	80	71	41	58	36	43	53	42	53	64	49
	1979	73	79	67	44	57	34	45	56	43	53	64	46
	1980	72	77	74	44	52	47	41	50	50	51	59	56
	1981	76	83	80	50	63	56	53	66	63	58	69	64
	1982	79	87	86	61	75	69	62	78	74	66	79	74
4	1977	64	62	57	29	28	22	30	31	26	41	40	35
	1978	71	73	63	33	42	28	33	43	31	46	53	40
	1979	76	77	70	36	45	33	37	47	38	49	55	45
	1980	75	79	75	43	51	42	46	56	51	53	60	54
	1981	79	84	78	50	61	52	54	67	58	59	69	60
	1982	80	87	81	56	70	60	59	74	66	63	75	67
5	1978	73	71	58	33	39	20	33	39	23	46	49	33
	1979	75	76	68	35	43	29	38	51	37	48	55	43
	1980	72	78	73	38	49	41	41	53	49	48	59	52
	1981	78	85	78	45	58	48	49	66	56	55	67	58
	1982	79	86	78	52	68	57	53	71	63	59	75	64
6	1976	71	64	61	28	26	18	36	36	28	44	41	35
	1979	74	70	67	33	38	28	38	41	40	46	48	42
	1980	75	76	75	40	43	38	44	48	50	52	54	52
	1981	80	83	79	49	55	48	53	58	58	59	64	59
	1982	84	86	83	53	62	53	59	70	66	63	70	64
7	1978	71		64	26		22	33		29	40		36
	1979	68	66	64	29	33	23	32	37	30	42	44	37
	1980	74	72	73	36	38	35	38	41	42	48	49	48
	1981	77	78	77	42	45	40	45	52	47	53	56	52
	1982	79	80	78	46	52	45	51	54	53	56	60	56
8	1976	70	66	61	20	23	15	32	36	27	41	42	35
	1978	73		62	27		17	36		26	43		33
	1979	72	65	65	29	29	20	36	35	30	44	42	37
	1980	79	74	72	39	38	34	44	42	41	52	50	47
	1981	83	78	78	48	46	40	53	50	50	59	56	53
	1982	83	80	79	49	51	44	52	55	54	59	60	56
9	1980	72	67	69	26	32	20	38	39	35	44	45	39
	1981	74	69	71	29	37	27	40	43	38	44	48	42
	1982	73	71	70	30	41	32	39	46	41	45	51	45
10	1980	76	69	70	23	27	20	39	36	36	45	45	41
	1981	76	72	72	27	32	25	42	45	43	46	48	44
	1982	77	73	74	30	37	30	42	46	43	46	49	46
11	1980	72	69	68	20	22	17	36	37	31	45	44	41
	1981	76	71	71	24	27	20	40	42	36	46	46	42
	1982	76	72	72	26	29	24	38	44	40	45	46	43

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2.

in grades 10 and 11. Significant increases occurred in grades 2-4.

Quasi-longitudinal achievement trends in the percentage of high-scoring students within ethnic groups and within subdistricts were as follows.

1. The percentages high-scoring White students increased significantly in grade-3 Mathematics, grade-4 Language Arts, and grade-6 Language Arts. At the subdistrict level significant increases occurred in grades 2, 4, and 6 in the Northwest, in grades 1, 3, 4, 8, and 10 in the Northeast, in all grades except 9 in the Southeast, and in grades 1, 2, 3, and 7 in the Southwest.

2. The percentages of high-scoring Black students increased significantly in grade-1 Language Arts, in grade-2 Language Arts and Mathematics, in grade 3 on all three tests, in grade-4 Language Arts and Mathematics, in grade 5 on all three tests, in grade-6 and grade-7 Language Arts. At the subdistrict level significant increases occurred in grades 2-5 and 7-9 in the Northwest, in grades 1-4, 6, 7, 9, and 10 in the Northeast, in grades 1-3, and 5-9 in the Southeast, in grades 1-5, 7, 10, and 11 in the Southwest, and in grades 1-6 in East Oak Cliff.

3. The percentages of high-scoring Hispanic students increased significantly in grade 2 on all three tests, in grade-3, grade-4, grade-5, and grade-7 Language Arts and Mathematics, and in grade-6 Language Arts. At the subdistrict level significant increases occurred in grades 1, 3-8, and 11 in the Northwest, in grades 1-6, 8, and 10 in the Northeast, in grades 1, 2, 4, 6-8, and 10 in the Southeast, and in grades 2-7 and 9 in the Southwest.

Comparison with the national norm group. Among all students in the District median national percentile scores were average-middle in grades 1 and 2, and average-low in grades 3-11. In Language Arts median scores were average-high in grade 3, average-middle in grades 1, 2, and 3-5, and average-low in grades 6-11. In Mathematics median scores were average-middle in grades 1-4 and average-low in grades 5-11. The median scores of White students in 1982 were average-middle to average-high. Those for minority students ranged from average-middle in the lower

grades to average-low for Hispanic students and to below average for Black students in the upper grades.

The median national percentile scores shown in Table 2 can be compared across subject areas--Reading, Language Arts, and Mathematics: At grade 1 in 1982 Mathematics was highest. At grade 2 Language Arts and Mathematics were highest. At grades 3-7 Language Arts was highest, followed by Mathematics and then Reading. At grades 8-10 Language Arts was highest; Reading and Mathematics were nearly equal. At grade 11 all three median scores were nearly equal.

Cohort-longitudinal Achievement Trends

Cohort sizes. The numbers of students in all cohorts analyzed were large enough to assure stable medians. In the East Oak Cliff Subdistrict, where the numbers of White and Hispanic students were small, analysis of scores was restricted to only two populations: Black and All Races.

Trends in median percentiles. Table 7 displays District-wide pretest and posttest median national percentile scores in Reading, Language Arts, and Mathematics for four sets of cohorts (1978 to 1982, 1979 to 1982, 1980-1982, and 1981 to 1982). The most recent trends (1981 to 1982) are highlighted by a display in symbols in Table 8; the key for interpreting the symbols is given in Table 1. Shown in Table 9 are cohort-longitudinal achievement median scores for large-city percentiles. Tables A.26 to A.40 in the appendix show national and large-city cohort-longitudinal median percentile scores for each subdistrict.

Table 7

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
NATIONAL NORMS

TOTAL DISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	55	66	63	39					66	63	61	42
	2- 6	48	63	54	44					59	63	63	47
	3- 7	53	55	48	37	63	65	68	38	54	59	58	38
	4- 8	55	62	55	40	58	65	62	39	50	62	50	43
1979-82	1- 4	59	60	51	50					76	63	71	52
	2- 5	54	64	48	51					63	63	59	53
	3- 6	59	63	53	51	72	70	63	60	64	63	58	56
	4- 7	60	55	53	45	63	65	58	47	60	59	54	44
	5- 8	60	62	47	46	61	64	50	48	55	62	42	47
1980-82	1- 3	67	56	55	45	66	80	51	68	66	71	61	61
	2- 4	60	60	54	48	59	72	53	58	67	63	54	50
	3- 5	56	62	51	49	68	70	63	57	61	63	58	50
	4- 6	57	63	55	48	66	70	58	54	60	66	50	51
	5- 7	53	55	45	42	61	63	55	45	58	57	48	42
	6- 8	56	62	46	46	60	64	49	47	59	62	48	47
	9-11	60	59	36	55	59	63	36	54	59	56	36	46
1981-82	1- 2	70	63	63	54	66	63	55	53	71	71	61	63
	2- 3	66	56	54	45	63	78	53	63	71	71	63	61
	3- 4	56	60	48	43	76	72	68	53	68	63	58	44
	4- 5	62	66	55	39	70	70	62	50	60	63	50	42
	5- 6	62	63	53	44	69	70	59	46	63	63	55	47
	6- 7	63	55	54	37	65	63	58	38	61	59	51	38
	7- 8	53	60	39	40	60	64	42	39	57	62	38	43
	9-10	60	64	36	45	59	68	34	47	59	56	31	43
	10-11	64	59	45	53	65	63	43	47	59	56	43	43
BLACK STUDENTS													
1978-82	1- 5	43	27	43	18					50	34	38	20
	2- 6	32	28	37	19					27	29	36	20
	3- 7	26	22	26	10	41	30	41	10	20	22	27	8
	4- 8	17	23	25	14	24	28	33	15	9	22	25	13
1979-82	1- 4	43	31	43	27					56	38	44	28
	2- 5	32	27	29	20					36	37	27	26
	3- 6	29	28	24	28	44	39	38	35	27	29	20	29
	4- 7	21	22	14	12	31	30	20	15	16	24	7	12
	5- 8	20	20	16	16	24	28	19	17	13	20	9	14
1980-82	1- 3	47	37	35	29	46	61	31	46	44	51	33	39
	2- 4	37	31	32	22	43	49	40	33	41	38	31	25
	3- 5	26	27	21	20	38	46	30	34	31	37	23	26
	4- 6	23	28	19	23	33	39	27	31	22	29	19	26
	5- 7	18	22	17	12	30	30	22	15	23	22	13	12
	6- 8	19	20	13	16	24	28	14	17	18	20	7	14
	9-11	16	19	10	12	23	20	13	16	15	19	10	13
1981-82	1- 2	55	44	43	34	55	59	46	43	56	50	38	45
	2- 3	44	37	37	26	53	61	43	44	50	51	36	35
	3- 4	32	31	26	21	52	49	41	31	39	38	27	22
	4- 5	27	27	25	18	42	46	33	28	31	37	25	20
	5- 6	23	28	20	19	38	39	34	26	28	29	23	20
	6- 7	25	22	22	10	32	30	28	10	26	24	22	8
	7- 8	20	22	10	14	26	28	10	15	20	22	8	13
	9-10	18	17	9	10	26	26	13	17	20	21	8	12
	10-11	17	19	12	13	26	20	17	16	21	19	12	13

Table 7 (continued)

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
NATIONAL NORMS

TOTAL DISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
						HISPANIC STUDENTS							
1978-82	1- 5	35	31	35	14					44	39	38	23
	2- 6	32	35	32	15					31	43	41	24
	3- 7	26	28	21	9	38	35	38	13	25	30	31	13
	4- 8	19	28	27	9	28	35	37	11	13	31	28	16
1979-82	1- 4	43	36	35	25					61	44	38	31
	2- 5	29	31	22	20					41	42	31	31
	3- 6	32	35	23	22	46	46	32	31	35	41	27	29
	4- 7	21	26	17	14	33	34	24	16	22	30	13	22
	5- 8	23	26	17	11	34	34	24	13	23	31	13	17
1980-82	1- 3	43	37	27	32	41	63	26	54	50	54	27	47
	2- 4	34	33	19	23	36	53	16	31	45	44	27	31
	3- 5	26	31	19	18	41	50	19	34	35	39	23	31
	4- 6	27	35	17	20	37	46	28	28	34	41	25	29
	5- 7	22	26	15	12	34	35	24	16	31	30	20	20
	6- 8	23	25	15	13	32	34	17	14	31	31	18	17
	9-11	27	27	15	22	30	30	20	27	25	28	15	28
1981-82	1- 2	51	48	35	34	51	53	41	40	56	54	38	48
	2- 3	44	37	32	26	47	63	40	49	50	53	41	47
	3- 4	37	36	21	19	59	55	38	28	47	44	31	25
	4- 5	31	31	27	14	49	50	37	26	38	42	28	23
	5- 6	25	35	18	15	46	46	26	21	39	41	23	24
	6- 7	30	26	20	9	38	35	26	13	38	32	24	13
	7- 8	23	26	12	9	32	34	16	11	28	31	13	16
	9-10	26	27	14	22	34	32	18	23	28	31	14	21
	10-11	29	27	19	19	36	30	26	26	31	28	21	24
						ALL RACES							
1978-82	1- 5	43	37	51	22					56	42	50	28
	2- 6	34	36	44	27					36	38	50	29
	3- 7	32	29	37	14	44	36	56	18	27	32	47	18
	4- 8	23	32	39	20	33	38	49	20	19	31	38	20
1979-82	1- 4	47	39	43	31					61	44	56	38
	2- 5	34	33	34	27					41	42	45	37
	3- 6	37	36	39	36	51	47	49	42	35	38	39	38
	4- 7	29	29	31	22	37	38	42	24	25	33	28	24
	5- 8	25	32	29	25	36	38	34	23	23	31	26	25
1980-82	1- 3	51	42	35	34	46	65	31	54	50	54	38	47
	2- 4	44	39	37	29	47	55	40	39	45	44	41	34
	3- 5	34	33	34	25	46	52	46	42	39	42	43	34
	4- 6	29	38	33	33	42	49	44	38	34	41	38	34
	5- 7	25	28	27	19	38	38	40	21	31	32	34	24
	6- 8	28	30	28	25	34	38	30	23	31	31	29	25
	9-11	29	29	18	29	34	30	20	30	25	28	15	28
1981-82	1- 2	55	51	51	37	55	59	51	43	56	54	50	50
	2- 3	51	42	44	32	53	65	47	49	54	54	50	47
	3- 4	37	39	37	25	61	58	56	35	51	44	47	31
	4- 5	33	37	39	22	49	53	49	34	41	45	38	28
	5- 6	31	38	31	27	47	49	46	31	39	41	39	29
	6- 7	35	29	36	14	42	38	42	18	38	34	38	18
	7- 8	26	32	22	20	35	38	24	20	30	31	20	20
	9-10	27	27	15	20	34	36	18	26	28	31	15	21
	10-11	31	29	20	25	36	33	26	25	31	28	24	24

Table 8

COHORT-LONGITUDINAL MEDIAN ACHIEVEMENT TRENDS 1981-82
NATIONAL NORMS

TOTAL DISTRICT

	READING		LANGUAGE		MATHEMATICS	
GRADES	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981
			WHITE STUDENTS			
1- 2	AH	--	AH	O	AH	O
2- 3	AM	---	AA	+++	AH	O
3- 4	AH	+	AH	-	AH	-
4- 5	AH	+	AH	O	AH	O
5- 6	AH	O	AH	O	AH	O
6- 7	AM	--	AH	O	AM	O
7- 8	AH	++	AH	+	AH	+
9-10	AH	+	AH	++	AM	O
10-11	AM	-	AH	O	AM	O
			BLACK STUDENTS			
1- 2	AM	---	AM	+	AM	-
2- 3	AL	--	AH	++	AM	O
3- 4	AL	O	AM	O	AL	O
4- 5	AL	O	AM	+	AL	+
5- 6	AL	+	AL	O	AL	O
6- 7	BA	-	AL	O	AL	O
7- 8	BA	O	AL	O	BA	O
9-10	BA	O	AL	O	BA	O
10-11	BA	O	BA	--	BA	O
			HISPANIC STUDENTS			
1- 2	AM	O	AM	O	AM	O
2- 3	AL	--	AH	+++	AM	O
3- 4	AL	O	AM	-	AM	O
4- 5	AL	O	AM	O	AM	+
5- 6	AL	+++	AM	O	AM	O
6- 7	AL	-	AL	O	AL	-
7- 8	AL	O	AL	O	AL	O
9-10	AL	O	AL	O	AL	O
10-11	AL	O	AL	-	AL	O
			ALL RACES			
1- 2	AM	-	AM	+	AM	O
2- 3	AM	--	AH	+++	AM	O
3- 4	AL	O	AM	O	AM	--
4- 5	AL	+	AM	+	AM	+
5- 6	AL	++	AM	O	AM	O
6- 7	AL	-	AL	-	AL	-
7- 8	AL	+	AL	O	AL	O
9-10	AL	O	AL	O	AL	O
10-11	AL	O	AL	O	AL	O

NOTE. SEE TABLE 1 FOR LEGEND.

Table 9

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
LARGE-CITY NORMS

TOTAL DISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	71	89	77	70					79	85	76	68
	2- 6	69	88	74	75					77	85	80	73
	3- 7	76	84	72	69	79	86	82	65	75	83	78	64
	4- 8	81	89	81	77	78	86	80	67	74	84	74	71
1979-82	1- 4	74	83	68	77					85	83	82	76
	2- 5	74	88	69	81					80	85	77	77
	3- 6	80	88	76	81	85	87	79	81	82	85	78	80
	4- 7	83	84	79	77	81	86	78	74	81	83	77	71
	5- 8	86	89	77	82	81	85	73	74	79	84	68	74
1980-82	1- 3	79	78	71	70	79	89	65	82	79	86	76	80
	2- 4	79	83	74	75	74	86	70	78	83	83	74	74
	3- 5	78	87	74	79	82	86	79	79	80	85	78	75
	4- 6	82	88	81	78	83	87	78	78	81	86	74	76
	5- 7	82	84	76	74	81	85	77	72	81	81	73	69
	6- 8	84	89	77	82	81	85	74	73	82	84	74	74
	9-11	78	70	58	67	76	74	53	66	78	70	56	62
1981-82	1- 2	81	81	77	74	79	78	68	70	82	85	76	80
	2- 3	83	78	74	70	78	88	70	79	85	86	80	80
	3- 4	78	83	72	71	87	80	82	75	84	83	78	68
	4- 5	84	89	81	70	85	86	80	73	81	85	74	68
	5- 6	87	88	82	75	85	87	80	71	85	85	79	73
	6- 7	88	84	82	69	84	85	80	65	83	83	76	64
	7- 8	83	88	71	77	83	85	70	67	81	84	64	71
	9-10	78	77	58	63	76	80	50	61	79	72	51	62
	10-11	77	70	63	65	77	74	58	61	75	70	62	59
BLACK STUDENTS													
1978-82	1- 5	60	54	60	40					68	59	56	42
	2- 6	52	56	60	41					46	54	58	41
	3- 7	48	48	48	25	61	54	61	20	37	44	48	23
	4- 8	36	51	49	37	44	55	55	31	22	45	47	30
1979-82	1- 4	60	58	60	52					72	62	63	51
	2- 5	52	54	48	43					58	62	46	49
	3- 6	51	56	45	56	63	65	58	61	48	54	37	54
	4- 7	43	48	32	30	53	54	37	29	34	47	18	31
	5- 8	43	47	35	41	45	55	36	35	31	43	24	33
1980-82	1- 3	64	61	51	51	62	78	49	66	63	72	47	62
	2- 4	60	58	52	45	62	71	59	55	63	62	52	47
	3- 5	48	54	41	43	58	70	49	58	53	62	43	49
	4- 6	46	56	39	49	55	65	49	56	43	54	39	51
	5- 7	40	48	38	30	53	54	42	29	45	44	31	31
	6- 8	42	47	30	41	47	55	28	35	38	43	21	33
	9-11	33	32	22	22	35	29	20	24	27	30	19	22
1981-82	1- 2	71	66	60	56	68	74	62	62	72	71	56	67
	2- 3	66	61	60	48	70	78	62	63	71	72	58	58
	3- 4	55	58	48	43	71	71	61	53	62	62	48	43
	4- 5	52	54	49	40	65	70	55	50	55	62	47	42
	5- 6	49	56	43	41	62	65	58	49	53	54	45	41
	6- 7	51	48	47	25	58	54	52	20	51	47	45	23
	7- 8	46	49	25	37	48	54	20	31	41	45	23	30
	9-10	36	31	20	21	39	37	20	24	36	34	16	21
	10-11	31	32	23	24	37	29	24	24	34	30	21	22

Table 9 (continued)

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
LARGE-CITY NORMS

TOTAL DISTRICT

YEARS	GRADES	READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	51	60	51	32					63	65	56	45
	2- 6	52	65	52	34					52	70	63	48
	3- 7	48	57	41	23	58	62	58	25	46	55	53	32
	4- 8	39	59	52	27	50	63	61	23	30	58	51	35
1979-82	1- 4	60	63	51	49					76	68	56	55
	2- 5	48	60	40	43					63	68	52	56
	3- 6	55	65	43	47	66	71	52	55	62	67	48	54
	4- 7	43	55	36	34	55	60	44	31	43	55	30	44
	5- 8	49	57	38	31	58	61	45	27	45	58	31	37
1980-82	1- 3	60	61	42	55	58	79	44	73	68	75	37	69
	2- 4	56	61	35	46	55	75	29	53	67	68	46	55
	3- 5	48	60	37	40	61	73	35	58	58	65	43	56
	4- 6	52	65	36	43	61	71	50	52	59	67	47	54
	5- 7	46	55	35	30	58	62	45	31	56	55	42	41
	6- 8	49	53	34	34	58	61	34	29	57	58	38	37
	9-11	48	42	30	36	46	43	31	39	43	43	27	43
1981-82	1- 2	68	69	51	56	65	70	58	59	72	74	56	69
	2- 3	66	61	52	48	65	79	59	68	71	74	63	69
	3- 4	61	63	41	39	77	76	58	50	69	68	53	47
	4- 5	58	60	52	32	71	73	61	47	62	68	51	45
	5- 6	52	65	40	34	70	71	47	42	65	67	45	48
	6- 7	58	55	44	23	63	62	49	25	65	57	48	32
	7- 8	50	57	30	27	58	61	31	23	52	58	32	35
	9-10	46	45	29	38	50	45	27	32	47	48	29	34
	10-11	47	42	34	32	50	43	37	38	48	43	34	38
ALL RACES													
1978-82	1- 5	60	62	68	46					72	68	68	53
	2- 6	56	67	66	54					58	65	71	54
	3- 7	55	59	61	34	64	63	75	33	48	57	69	39
	4- 8	46	66	66	47	55	66	71	41	39	58	62	43
1979-82	1- 4	64	66	60	58					76	68	72	62
	2- 5	56	62	56	54					63	68	67	62
	3- 6	61	67	64	67	71	73	68	69	58	65	62	65
	4- 7	55	59	58	48	61	65	65	45	47	59	51	47
	5- 8	52	56	57	55	60	66	58	47	45	58	49	51
1980-82	1- 3	68	67	51	58	62	81	49	73	68	75	56	69
	2- 4	66	66	60	55	65	76	59	63	67	68	63	59
	3- 5	58	62	58	52	66	74	66	66	62	68	66	59
	4- 6	55	70	61	62	65	74	67	63	59	67	62	59
	5- 7	52	59	54	43	62	65	64	41	56	57	59	47
	6- 8	56	64	56	55	60	66	54	47	57	58	54	51
	9-11	51	44	36	44	50	43	31	43	43	43	27	43
1981-82	1- 2	71	72	68	60	68	74	65	62	72	74	68	71
	2- 3	72	67	66	55	70	81	65	68	74	75	71	69
	3- 4	61	66	61	49	78	78	75	58	72	68	69	55
	4- 5	61	67	66	46	71	76	71	58	65	71	62	53
	5- 6	60	70	60	54	71	74	70	56	65	67	65	54
	6- 7	65	59	67	34	69	65	69	33	65	60	65	39
	7- 8	55	66	48	47	62	66	45	41	55	58	41	43
	9-10	48	45	30	35	50	50	27	37	47	48	27	34
	10-11	50	44	35	39	50	47	37	36	48	43	39	38

The median percentiles for the 1981-to-1982 group for all races generally did not change significantly or else increased significantly. Thus, DISD cohorts from 1981 to 1982 showed increases in achievement in Reading, Language Arts, and Mathematics at a rate equal to or greater than those made by students at similar pretest levels in the national norm group in 21 of 27 cases and at a slower rate than those in the norm group in 6 of 27 cases. Substantial increases in median percentile scores were made by the 5-6 cohort in Reading and the 2-3 cohort in Language Arts. Substantial losses were sustained by the 2-3 cohort in Reading and the 3-4 cohort in Mathematics. Within ethnic groups significant changes in median percentile scores were mixed. In the following instances large increases occurred: 7-8 White cohort in Reading, 2-3 and 9-10 White cohorts in Language Arts, 2-3 Black cohort in Language Arts, 5-6 Hispanic cohort in Reading, and 2-3 Hispanic cohort in Language Arts. In the following instances large declines in median percentile ranks occurred: 1-2, 2-3, and 6-7 White cohorts in Reading, 1-2 and 2-3 Black cohorts in Reading, 10-11 Black cohort in Language Arts, and 2-3 Hispanic cohort in Reading.

Table 10 presents a summary of the changes in median national percentiles of cohorts in 1982 in relation to each of the four pretest years. A small change in median scores, whether positive or negative, was not regarded as practically significant and hence was not counted. A significant change, as defined in Table 1, had to equal or exceed three units for above- or below-average performance and four units for average performance; a "unit" is the difference between two successive points on the percentile scale. The data in Table 10 reveal that the median

Table 10

Percentages of Cohort-by-subdistrict Cells Whose Median National Percentile Scores Increased/Decreased in 1982 Relative to Pretest Year

Test	Pretest Year	Ethnicity: White Inc	White Dec	Black Inc	Black Dec	Hispanic Inc	Hispanic Dec	All Inc	All Dec
Reading									
	1978	62%	6%	20%	65%	50%	19%	40%	45%
	1979	40%	5%	24%	48%	60%	20%	24%	28%
	1980	39%	14%	31%	29%	43%	11%	26%	17%
	1981	22%	28%	13%	31%	22%	31%	16%	27%
Language Arts									
	1978	75%	13%	30%	40%	63%	25%	50%	50%
	1979	8%	25%	7%	20%	17%	8%	7%	13%
	1980	57%	4%	40%	6%	54%	4%	49%	3%
	1981	25%	8%	24%	27%	17%	17%	31%	20%
Mathematics									
	1978	69%	13%	40%	35%	69%	13%	40%	25%
	1979	25%	25%	48%	32%	55%	35%	52%	24%
	1980	18%	14%	49%	11%	36%	0%	29%	6%
	1981	8%	22%	22%	16%	17%	22%	11%	16%

Note. No significant change occurred in the remainder of the cells where there were neither increases nor decreases. Thus, among White students for pretest year 1978 significant increases were recorded in 62% of the cells, significant decreases occurred in 6% of the cells, and there was no significant change in median percentile scores in the remaining 32% of the cells.

performance of cohort students generally improved in Language Arts in 1982 by comparison with performance in 1980 and 1981. The case is different in Reading and Mathematics, where performance in 1982 was generally equal or superior to that in 1980 and generally equal or inferior to that in 1981.

In Reading, cohort performance improved in 1982 generally in grades 5, 6, and 8 and declined generally in grades 2, 3, and 4. That is, scores tended to improve where they had been lowest and to decline where they had been highest. In Language Arts, cohort scores improved generally in all grades (2-6 and 8) but declined in grades 7 and 11. In Mathematics, cohorts gained in grades 3, 5, and 6 and lost in grades 4 and 7. These overall results varied among ethnic groups, as shown next.

1. For cohorts of White students more median scores improved than declined from 1980 to 1982 in Reading, Language Arts, and Mathematics, and from 1981 to 1982 in Language Arts. More median scores declined than improved from 1981 to 1982 in Reading and Mathematics. In Reading, gains occurred principally in grades 4, 5, 6, 8, and 10; losses occurred in grades 2, 3, 7, and 11. In Language Arts, gains occurred mainly in grades 3, 6, 8, 10, and 11; losses occurred in grade 4. In Mathematics, gains occurred mostly in grades 3, 6, and 8; losses occurred in grade 4.

2. For cohorts of Black students more median scores improved than declined from 1980 to 1982 in Reading, Language Arts, and Mathematics, and from 1981 to 1982 in Mathematics. More median scores declined than improved from 1981 to 1982 in Reading and Language Arts. In Reading, gains were made principally in grades 6, 7, and 11; losses occurred in grades 2, 3, and 4. In Language Arts gains were made mainly in grades 2-6 and 8. In Mathematics, gains were made mostly in grades 3, 5, 6, and 11; losses occurred in grade 2.

3. For cohorts of Hispanic students more median scores improved than declined from 1980 to 1982 on all three tests. More median scores declined than improved from 1981 to 1982 in Reading and Mathematics. In Reading, gains were made principally in grades 5 and 6; losses occurred in grade 3. In

Language Arts, gains were felt most in grades 3, 5, and 6; losses occurred in grade 11. In Mathematics, gains were most noticeable in grades 3, 5, and 6; losses occurred in grade 7.

Trends in the percent of scores at or above the 50th percentile. Percentages of students in District-wide cohort groups scoring at or above the 50th percentile are displayed in Tables 11 and 12 for national and large-city percentiles, respectively. Corresponding statistics for each subdistrict are shown in Tables A.41 to A.50 in the appendix. A change of five points in the percentage of students who scored above the national 50th percentile was judged to be a practically significant change in the quantity of high-scoring students.

In Reading, two cohorts posttested in grade 3 in 1982 experienced significant losses in relation to their 1980 and 1981 scores. Three cohorts posttested in grade 4 in 1982 lost significantly in relation to 1979 scores but not in relation to 1980 and 1981 scores; this indicates that losses occurred in 1980 and have not been regained since then. Four cohorts posttested in grade 5 in 1982 made significant gains in relation to 1979 scores but not in relation to 1978, 1980, and 1981 scores; this means that losses sustained in 1979 were regained in 1980 and were preserved since then. Four cohorts posttested in grade 6 showed gains in relation to scores in all previous years (1978-1981); gains made in 1979 were preserved in 1980 and 1981; then new gains were made in 1982. Four cohorts posttested in grade 7 in 1982 showed gains in relation to 1978 scores and losses in relation to 1981 scores; this indicates that scores in 1978 were preserved in 1979 and 1980; then gains made in 1981 were lost in 1982. Four cohorts posttested in grade 8 in 1982 made significant gains in relation to 1978 scores and slight gains in relation

Table 11

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

TOTAL DISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	57	61	61	42					71	64	65	45
	2- 6	48	64	57	42					59	63	64	47
	3- 7	54	57	48	37	69	64	65	41	56	58	61	36
	4- 8	55	61	54	38	57	65	60	42	51	60	53	41
1979-82	1- 4	64	63	51	51					81	66	72	52
	2- 5	55	60	49	50					65	65	60	53
	3- 6	60	64	54	52	71	71	61	60	64	64	56	56
	4- 7	58	57	53	45	64	64	57	47	58	58	52	44
	5- 8	57	61	47	46	63	65	51	48	56	61	45	47
1980-82	1- 3	70	60	54	45	65	79	51	66	72	75	59	63
	2- 4	65	62	53	48	61	76	51	58	70	65	61	51
	3- 5	57	60	52	48	67	75	61	59	64	65	58	51
	4- 6	56	64	52	50	67	72	59	55	59	65	50	51
	5- 7	53	57	45	43	65	63	58	47	59	57	50	43
	6- 8	56	60	46	45	61	64	49	47	60	60	48	46
	9-11	59	60	38	57	63	61	38	55	62	58	38	48
1981-82	1- 2	73	68	61	55	69	64	58	53	74	74	65	69
	2- 3	71	58	57	44	69	79	52	61	74	74	64	61
	3- 4	60	62	48	45	78	77	65	53	70	66	61	44
	4- 5	61	60	54	42	71	75	60	52	61	65	53	45
	5- 6	59	64	52	42	72	72	62	47	65	64	57	47
	6- 7	62	57	54	37	66	64	58	41	62	58	53	36
	7- 8	56	60	37	38	62	64	44	42	58	60	39	41
	9-10	62	62	36	47	63	66	34	48	63	56	35	38
	10-11	64	60	47	50	66	61	46	49	57	58	40	42
BLACK STUDENTS													
1978-82	1- 5	37	26	44	17					51	36	43	24
	2- 6	15	27	37	18					27	29	41	19
	3- 7	15	18	23	9	44	28	43	13	21	22	33	9
	4- 8	15	18	22	12	22	27	35	14	16	21	27	13
1979-82	1- 4	42	29	35	23					62	36	47	30
	2- 5	23	26	21	21					38	37	33	29
	3- 6	24	28	22	27	44	36	38	32	29	29	24	30
	4- 7	17	19	14	12	28	29	22	17	20	23	16	14
	5- 8	15	18	13	14	25	27	20	18	16	21	14	16
1980-82	1- 3	45	34	36	23	46	61	32	47	47	50	36	39
	2- 4	35	29	30	21	45	48	35	32	41	36	35	27
	3- 5	25	26	21	20	39	47	33	33	33	36	25	28
	4- 6	21	28	20	22	31	37	26	28	25	30	22	27
	5- 7	16	18	15	11	30	29	25	16	23	23	19	12
	6- 8	19	18	13	14	22	27	16	18	21	21	14	15
	9-11	12	13	6	12	18	18	9	11	12	13	5	10
1981-82	1- 2	54	43	44	29	56	56	43	41	57	54	43	46
	2- 3	45	34	37	20	52	61	41	42	50	50	41	35
	3- 4	29	29	23	17	52	47	43	28	42	36	33	24
	4- 5	26	27	22	17	41	47	35	29	31	37	27	24
	5- 6	22	29	21	18	38	37	34	21	30	30	25	19
	6- 7	24	19	24	9	31	29	27	13	26	23	23	9
	7- 8	16	18	8	12	23	27	12	14	20	21	9	13
	9-10	15	16	4	9	22	24	7	16	16	14	4	6
	10-11	14	13	9	9	23	17	14	10	11	13	5	9

Table 11 (continued)

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

TOTAL DISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	28	31	35	13					49	44	43	25
	2- 6	14	33	26	15					31	41	45	21
	3- 7	18	23	18	7	40	34	41	8	28	30	32	10
	4- 8	16	23	26	9	23	29	34	13	20	27	25	13
1979-82	1- 4	39	33	22	20					6[illegible]	47	41	28
	2- 5	19	30	17	19					41	44	34	32
	3- 6	25	32	21	22	45	44	31	25	41	40	29	27
	4- 7	19	22	14	12	34	34	24	16	26	30	18	17
	5- 8	18	22	11	11	30	28	19	15	23	26	15	16
1980-82	1- 3	39	32	17	21	37	65	15	53	51	55	29	48
	2- 4	31	32	16	18	35	55	19	28	47	45	25	27
	3- 5	25	29	18	18	42	52	28	33	36	44	26	31
	4- 6	24	32	19	19	36	45	24	20	34	40	22	24
	5- 7	20	23	14	9	34	34	23	11	34	30	23	14
	6- 8	21	21	13	13	27	27	15	16	29	26	17	16
	9-11	23	23	11	22	28	29	14	24	22	24	11	19
1981-82	1- 2	53	44	35	28	52	51	36	36	62	55	43	50
	2- 3	40	33	26	20	46	66	34	49	53	55	45	47
	3- 4	31	34	18	14	58	58	41	21	49	46	32	23
	4- 5	28	30	26	13	47	53	34	25	36	45	25	25
	5- 6	26	32	18	15	45	44	30	15	40	40	25	21
	6- 7	29	22	21	7	36	34	22	8	38	30	29	10
	7- 8	19	21	9	9	28	27	14	13	24	26	10	13
	9-10	22	23	10	18	30	32	12	24	26	21	8	13
	10-11	26	23	15	21	34	29	21	20	23	24	17	15
ALL RACES													
1978-82	1- 5	40	35	52	24					55	44	55	32
	2- 6	23	37	44	26					36	40	53	30
	3- 7	25	28	35	17	50	38	54	20	31	33	47	18
	4- 8	26	30	39	21	32	37	48	24	26	33	40	23
1979-82	1- 4	47	38	40	31					67	45	58	37
	2- 5	30	35	35	31					45	45	48	38
	3- 6	33	38	39	36	51	47	49	41	40	40	42	40
	4- 7	28	29	35	23	38	39	42	27	31	33	36	25
	5- 8	27	30	30	26	36	37	36	29	28	32	30	29
1980-82	1- 3	50	40	38	30	49	67	35	55	54	58	44	49
	2- 4	42	38	38	29	47	57	39	40	49	45	45	35
	3- 5	33	35	37	30	47	55	47	43	41	45	43	38
	4- 6	31	38	36	32	42	48	43	36	35	41	37	36
	5- 7	26	29	31	21	40	39	42	25	35	33	36	23
	6- 8	29	30	30	26	33	37	32	29	33	32	32	28
	9-11	29	30	19	32	34	34	21	32	30	30	19	29
1981-82	1- 2	59	50	52	36	59	58	50	43	63	60	55	54
	2- 3	51	40	44	27	54	67	45	49	57	58	53	46
	3- 4	38	39	35	24	60	57	54	33	51	46	47	30
	4- 5	35	36	39	24	50	55	48	36	40	46	40	32
	5- 6	32	39	36	26	48	48	47	29	42	41	41	30
	6- 7	35	30	39	17	41	39	42	20	38	34	40	18
	7- 8	28	30	21	21	35	37	27	24	31	33	23	23
	9-10	30	31	16	23	35	38	17	28	32	28	16	19
	10-11	33	30	24	27	39	34	27	27	29	30	20	24

Table 12

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

TOTAL DISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	77	82	75	64					80	81	75	66
	2- 6	80	86	78	72					79	85	83	74
	3- 7	79	82	74	66	84	84	79	64	74	80	76	65
	4- 8	76	87	76	71	79	85	80	61	70	82	76	68
1979-82	1- 4	85	84	75	75					88	84	79	77
	2- 5	79	81	71	73					80	82	76	72
	3- 6	81	86	78	79	86	89	80	80	77	84	71	80
	4- 7	80	81	76	73	84	84	80	71	74	81	71	71
	5- 8	82	87	74	73	83	85	71	68	76	82	65	72
1980-82	1- 3	84	82	71	72	77	90	64	83	82	88	71	81
	2- 4	85	83	73	73	85	91	72	78	85	84	79	75
	3- 5	76	81	73	71	83	89	75	78	78	82	74	70
	4- 6	79	86	75	77	83	90	78	77	79	85	72	77
	5- 7	75	81	71	72	81	84	76	69	77	80	71	71
	6- 8	80	86	72	74	82	85	71	67	80	82	71	70
	9-11	83	77	59	72	78	73	53	69	79	74	56	67
1981-82	1- 2	86	86	75	78	80	86	72	76	83	87	75	84
	2- 3	89	82	78	69	86	90	76	79	89	88	83	79
	3- 4	81	84	74	66	89	91	79	72	85	85	76	70
	4- 5	83	82	76	64	88	89	80	72	81	82	76	66
	5- 6	81	86	75	72	88	90	81	71	82	85	74	74
	6- 7	83	82	79	66	86	84	82	64	82	81	78	65
	7- 8	82	85	68	71	83	84	66	61	81	81	66	68
	9-10	81	79	58	65	77	75	50	62	78	76	53	62
	10-11	82	77	65	66	78	73	60	65	78	73	63	65
BLACK STUDENTS													
1978-82	1- 5	68	53	64	40					62	58	57	44
	2- 6	51	53	64	43					49	53	60	44
	3- 7	45	48	46	30	63	54	57	28	38	47	49	28
	4- 8	36	50	48	40	46	54	54	33	31	45	48	31
1979-82	1- 4	72	58	66	50					73	62	59	52
	2- 5	54	54	45	44					58	59	50	50
	3- 6	52	53	48	54	65	63	59	59	46	53	40	54
	4- 7	41	49	34	35	53	56	45	37	37	48	30	35
	5- 8	43	50	37	43	47	53	40	38	34	45	28	36
1980-82	1- 3	68	64	52	51	60	78	46	67	61	71	48	63
	2- 4	62	58	54	46	68	73	61	55	62	62	54	50
	3- 5	48	54	40	44	57	71	49	56	52	59	44	49
	4- 6	47	54	40	49	55	64	50	55	46	54	41	50
	5- 7	40	49	37	34	52	55	45	35	44	47	35	34
	6- 8	43	50	33	43	47	53	34	38	42	45	30	36
	9-11	32	27	19	23	38	30	24	22	26	25	12	21
1981-82	1- 2	75	72	64	59	69	80	61	65	71	76	57	67
	2- 3	72	64	64	47	77	78	65	63	70	71	60	59
	3- 4	56	58	46	43	70	73	57	52	62	62	49	47
	4- 5	53	54	48	40	65	71	54	51	55	59	48	44
	5- 6	48	54	44	43	61	64	57	48	51	54	47	44
	6- 7	51	49	47	30	58	56	52	28	50	48	46	28
	7- 8	46	50	31	40	50	53	30	33	44	46	27	31
	9-10	33	31	15	21	42	38	20	26	32	32	13	18
	10-11	31	27	20	21	36	30	24	20	29	25	18	18

Table 12 (continued)

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

TOTAL DISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	58	58	55	31					63	67	57	46
	2- 6	50	64	60	37					56	70	61	48
	3- 7	48	58	40	28	59	61	56	28	45	56	53	36
	4- 8	39	58	53	30	50	62	62	28	36	59	51	36
1979-82	1- 4	67	67	52	47					75	73	52	55
	2- 5	47	58	38	42					63	66	52	56
	3- 6	54	63	44	48	68	75	51	54	57	70	46	57
	4- 7	44	57	35	37	57	61	47	37	46	56	35	45
	5- 8	48	57	37	36	58	61	45	34	45	59	34	41
1980-82	1- 3	62	66	40	54	52	82	28	71	66	75	40	72
	2- 4	58	65	35	45	61	81	35	57	67	71	45	53
	3- 5	48	56	35	39	59	75	42	57	58	66	45	53
	4- 6	52	63	39	44	63	75	50	51	57	69	46	55
	5- 7	46	57	34	32	59	61	47	34	55	56	44	42
	6- 8	49	56	37	36	56	60	37	35	57	58	41	41
	9-11	47	38	27	41	50	45	28	40	44	40	25	39
1981-82	1- 2	77	76	55	58	66	79	54	63	75	76	57	73
	2- 3	70	68	60	49	74	83	60	68	75	76	61	70
	3- 4	62	68	40	38	75	83	56	51	71	74	53	47
	4- 5	59	58	53	31	73	77	62	49	64	67	51	46
	5- 6	53	63	39	37	73	75	46	43	62	70	43	48
	6- 7	57	57	44	28	64	61	47	28	63	57	50	36
	7- 8	51	56	34	30	59	60	35	28	53	58	31	36
	9-10	47	44	26	35	51	48	28	35	48	45	20	35
	10-11	50	39	30	36	52	46	36	34	49	41	34	36
ALL RACES													
1978-82	1- 5	68	61	69	46					67	65	67	52
	2- 6	58	63	70	52					58	64	71	56
	3- 7	54	58	60	40	67	63	68	39	49	57	64	42
	4- 8	47	61	64	49	56	64	69	42	42	58	63	46
1979-82	1- 4	74	66	68	58					77	70	67	61
	2- 5	58	61	58	54					64	66	65	59
	3- 6	60	63	63	62	71	72	69	66	56	64	57	65
	4- 7	51	59	57	47	62	64	64	48	49	58	53	50
	5- 8	54	61	57	53	58	63	57	49	47	57	49	52
1980-82	1- 3	71	69	56	58	63	82	48	73	67	76	55	71
	2- 4	67	66	59	55	71	79	60	63	69	70	64	59
	3- 5	55	61	57	52	64	76	62	64	60	66	60	58
	4- 6	56	64	58	59	64	73	65	62	57	65	58	61
	5- 7	50	59	54	46	61	64	62	46	55	58	56	48
	6- 8	54	60	54	53	58	63	53	49	55	57	53	51
	9-11	51	45	36	47	53	47	36	46	46	44	31	45
1981-82	1- 2	78	77	69	64	71	82	66	67	75	79	67	73
	2- 3	76	70	70	54	79	82	69	69	76	77	71	68
	3- 4	64	67	60	49	76	80	68	58	70	70	64	54
	4- 5	62	62	64	46	73	77	69	57	64	67	63	52
	5- 6	58	65	58	52	71	73	67	55	61	66	59	56
	6- 7	61	59	63	40	66	64	66	39	61	59	63	42
	7- 8	57	61	48	49	61	63	47	42	56	58	46	46
	9-10	49	48	32	38	54	51	32	39	48	48	28	38
	10-11	51	46	39	40	53	47	39	40	48	44	37	40

to 1979 and 1981 scores; this indicates that slight gains were made in every year since 1978 (except in 1981) and that their cumulative effect was significant by 1982. Two cohorts posttested in grade 11 in 1982 essentially preserved their 1980 scores in 1981 and 1982.

In Language Arts, two cohorts posttested in grade 3 in 1982 posted successive significant gains in 1981 and 1982. Two cohorts posttested in grade 4 in 1982 made significant gains in 1981 and essentially preserved them in 1982. Two cohorts posttested in grade 5 in 1982 gained significantly in 1982 in relation to scores in 1980 and 1981; this indicates that scores made in 1980 were preserved in 1981 and improved in 1982. Three cohorts posttested in grade 6 in 1982 showed gains in relation to 1980 scores but not in relation to those in 1979 and 1981; this means that performance levels in 1979 were lost in 1980, regained in 1981 and maintained in 1982. Four cohorts posttested in grade 7 in 1982 showed losses in relation to 1978 scores but not in relation to scores since then (1979, 1980, and 1981); this means that scoring levels in 1978 were lost in 1979 and never regained. Four cohorts posttested in grade 8 in 1982 showed significant gains in relation to 1978 scores and slight gains in relation to scores in 1980 and 1981; this means that slight gains were made in 1979, 1981, and 1982 and that their cumulative effect was significant by 1982. Two cohorts posttested in grade 11 in 1982 showed significant losses in relation to 1981 scores but not in relation to 1980 scores; this indicates that gains made in 1981 were lost in 1982.

In Mathematics, cohorts posttested in grades 3 and 11 in 1982 essentially preserved their 1980 scoring levels in 1981 and 1982. Three cohorts posttested in grade 4 in 1982 showed significant losses in

relation to 1979 and 1981 scores; this indicates that losses felt in 1980 were not regained in 1981 and were followed by further losses in 1982. Four cohorts posttested in grade 5 in 1982 showed losses in relation to 1978 scores and gains in relation to 1981 scores; thus, large losses sustained in 1979 were not regained until 1982 and then only partially. Four cohorts posttested in grade 6 in 1982 showed gains in relation to 1980 scores; slight gains made in 1979 were lost in 1980; then significant gains were made in 1981 and preserved in 1982. Four cohorts posttested in grade 7 in 1982 showed essentially constant scoring levels since 1978. Four cohorts posttested in grade 8 in 1982 showed gains in relation to 1978 and 1979 scores; this means that 1978 scoring levels were maintained in 1979, improved in 1980, and preserved in 1981 and 1982.

Cohort students compared to non-cohort students. Median national percentile scores of both cohort and non-cohort students are presented for comparison in Table 7. Cohort students are those who could be identified as having been both pretested and posttested. Non-cohort students are those who could be identified as having been pretested or posttested, but not both for one of three reasons: (a) after a student was pretested, he or she left the District before the 1982 posttest, (b) a student was available for the 1982 testing only, having newly entered the District, (c) a student was enrolled at the time of the pretest and 1982 posttest but was absent from one of the two testing sessions or (d) a student had been retained in grade in the 1981-82 school year so that both pretesting and posttesting occurred in the same grade. Because nearly all students participated in the annual system-wide testing, it

was assumed that migration and retention accounted for classifying a student as a non-cohort member.

In 154 of 355 cells (cohort by test by subdistrict) the pretest median national percentiles were higher for cohorts than for non-cohorts. This indicates that in 43% of the cells the District kept better students than it lost to migration or grade retention between testings, on the average. However, in 62 of 355 cells the pretest median scores were lower for cohorts than for non-chorts. This indicates that in 17% of the cells the District kept poorer students than it lost to migration or grade retention between testings, on the average. The combined effect was one of net gain for the District. This unbalanced gain prevailed in four of five subdistricts; in the Northwest Subdistrict the combined effect was one of net loss (gains in 20 cells, losses in 30 cells, of a total 71 cells).

In 309 of 355 cells the posttest median national percentiles were higher for cohorts than for non-cohorts. This indicates that in 87% of the cells the District had kept better students than the new ones it gained from migration and those it retained in grade, on the average (or that instruction was more effective when received entirely within the District than when received only partly within the District). However, in 2 of 355 cells the posttest median scores were lower for cohorts than for non-cohorts. This indicates that in less than 1% of the cells the District had kept poorer students than the new ones it gained from migration and those retained in grade (or that instruction was less effective when received entirely within the District than when received only partly within the District). The combined effect was one of net

gain for the District. This gain was due to the quality of students obtained through turnover in all subdistricts.

Discussion

Table 2 displays the quasi-longitudinal achievement trends, based on national percentiles, for the District. Several positive trends appear there as strong and sustained across years. Among these were improvements on all three tests in grades 1-8 from 1976 or 1978 to 1982. The phenomenally high median scores once reached in Mathematics in grade 1 in 1979 were lost in 1980 and have been fully recovered in 1982. High median scores in Language Arts attract attention now, ranging from 50 to 63 over grades 1-5 in 1982. All of these positive trends have slowed in 1982 in Reading at grades 1-3 and 6-8 and in Mathematics at grades 2, 4-6, and 8. In grades 9-11 the hints of positive growth from 1980 to 1981 nearly vanished in 1982. However, growth continued in Reading and Language Arts at grade 9 and Mathematics at grade 11. No negative trends appeared in any grade at this level of aggregation; however, they sometimes occurred within ethnic groups and within subdistricts.

Table 7 displays median national percentiles of cohorts of students, computed across years in school. A different picture of achievement appears here. In many cells trends were negative in the lower grades, principally across grades 1-2, 1-3, 1-4, 1-5, 2-3, 2-4, and 6-7 in Reading, across grades 3-6 and 6-7 in Language Arts, and across grades 1-4, 1-5, and 3-4 in Mathematics.

What the quasi-longitudinal and cohort-longitudinal test scores together affirm is that median scores have traditionally been higher at

lower grade levels than at higher grade levels. Cohorts of District students had scored high when in grades 1-3 in recent years and then lost ground with their peers in the national norming group over the following two or three years. The patterns of growth within grades, while indicating that achievement scores have generally improved in grades 1-8 in 1982, do not show that cohorts have yet caught up with their prior performances as younger students two or three years earlier. In order to catch up, growth within higher grades must exceed growth within lower grades. What has been actually happening is that, while growth generally exists in all of grades 1-8, it is even stronger at the lower grade levels than at higher grade levels.

Additional Information

Meier, J. Longitudinal Achievement Trends 1978-81 (IS81-001-81-10). Dallas, Texas: Dallas Independent School District, Department of Testing and Information Systems, September 1981.

Appendix

Table A.1

QUASI-LONGITUDINAL MEDIAN PERCENTILE SCORES
NATIONAL NORMS

NORTHWEST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	59		76	39		33	35		33	43		44
	1979	59		80	35		50	35		38	43		56
	1980	67	66	71	31	26	33	27	26	33	35	31	38
	1981	74	71	78	39	41	38	35	41	44	47	46	50
	1982	67	71	76	39	41	44	39	41	44	47	46	50
2	1976	55		61	21		15	24		24	32		34
	1978	51		59	22		22	22		27	32		36
	1979	57		75	22		22	22		36	32		41
	1980	66	63	71	25	33	31	22	20	31	32	36	41
	1981	69	70	78	37	43	45	37	43	50	48	47	59
	1982	69	70	75	37	47	45	37	47	45	48	53	54
3	1978	59	72	58	14	30	13	19	32	20	32	46	27
	1979	67	78	71	19	32	13	32	41	39	37	51	39
	1980	71	78	78	21	27	23	21	32	35	32	44	39
	1981	69	82	78	24	38	35	34	54	47	37	56	51
	1982	61	82	78	32	51	47	37	61	54	39	63	58
4	1976	53	56	52	11	11	2	14	13	4	20	20	8
	1978	62	66	57	11	10	2	13	16	6	21	26	13
	1979	64	68	72	11	16	9	15	22	13	27	35	28
	1980	68	74	72	13	18	16	23	33	28	31	39	34
	1981	73	81	74	21	31	25	29	42	34	33	49	41
	1982	74	79	77	27	37	31	33	49	44	39	53	47
5	1978	62	65	53	8	8	1	9	16	3	17	22	9
	1979	66	72	71	11	16	9	18	28	18	27	36	31
	1980	66	74	73	14	19	16	18	28	28	25	38	37
	1981	68	77	73	17	26	20	23	42	34	29	46	42
	1982	73	76	76	22	40	31	25	48	48	37	53	48
6	1976	62	62	57	2	4	1	10	15	9	20	22	15
	1979	60	67	72	8	10	7	15	23	20	22	31	29
	1980	69	70	73	13	18	12	20	28	26	31	36	36
	1981	69	73	70	19	21	18	28	32	36	36	42	41
	1982	70	76	74	19	28	24	35	42	38	40	49	46
7	1978	59		58	5		2	9		4	15		12
	1979	60	59	63	7	9	2	8	12	5	16	24	16
	1980	61	68	66	11	14	12	14	16	16	23	30	28
	1981	65	71	68	13	18	16	22	30	24	31	36	34
	1982	66	73	72	14	20	14	23	28	28	29	38	36
8	1976	56	55	56	5	5	2	10	11	5	22	25	18
	1978	60		60	6		2	11		3	22		16
	1979	62	62	66	5	8	3	11	12	7	20	26	20
	1980	64	67	66	9	13	11	14	17	17	28	31	29
	1981	69	75	76	14	17	17	23	23	23	32	36	32
	1982	69	73	73	18	21	19	25	28	29	34	39	36
9	1980	62	62	63	13	18	12	20	23	23	31	34	31
	1981	66	62	59	13	20	17	16	26	20	27	34	31
	1982	60	67	63	14	25	20	15	26	17	27	40	31
10	1980	67	68	59	8	14	12	20	21	21	37	36	37
	1981	71	75	68	11	19	15	24	29	27	35	39	34
	1982	71	73	64	13	23	21	22	29	24	31	39	34
11	1980	62	63	59	10	9	10	23	22	24	40	41	38
	1981	67	69	62	11	12	13	23	22	22	40	41	38
	1982	69	69	65	15	20	19	27	30	28	42	41	38

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2. LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.2

QUASI-LONGITUDINAL MEDIAN ACHIEVEMENT TRENDS1981-82
NATIONAL NORMS

NORTHWEST SUBDISTRICT

	READING		LANGUAGE		MATHEMATICS	
GRADE	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981
			WHITE STUDENTS			
1	AH	--	AH	O	AH	O
2	AH	O	AH	O	AH	O
3	AH	--	AA	O	AA	O
4	AH	O	AA	O	AA	+
5	AH	+	AH	O	AH	O
6	AH	O	AH	O	AH	+
7	AH	O	AH	O	AH	+
8	AH	O	AH	O	AH	O
9	AH	-	AH	+	AH	+
10	AH	O	AH	O	AH	-
11	AH	O	AH	O	AH	O
			BLACK STUDENTS			
1	AL	O	AM	O	AM	+
2	AL	O	AM	+	AM	O
3	AL	++	AM	+++	AM	+++
4	AL	+	AL	+	AL	+
5	BA	++	AM	+++	AL	+++
6	BA	O	AL	++	AL	+
7	BA	O	BA	O	BA	O
8	BA	+	BA	+	BA	O
9	BA	O	AL	+	BA	+
10	BA	O	AL	+	BA	++
11	BA	+	BA	+++	BA	++
			HISPANIC STUDENTS			
1	AL	+	AM	O	AM	O
2	AL	O	AM	+	AM	-
3	AL	O	AH	++	AM	++
4	AL	+	AM	++	AM	+++
5	AL	O	AM	+	AM	+++
6	AL	++	AM	+++	AL	O
7	AL	O	AL	O	AL	+
8	AL	O	AL	+	AL	+
9	BA	O	AL	O	BA	-
10	BA	O	AL	O	AL	O
11	AL	+	AL	++	AL	+
			ALL RACES			
1	AM	O	AM	O	AM	O
2	AM	O	AM	+	AM	-
3	AL	O	AH	++	AM	++
4	AL	+	AM	+	AM	+
5	AL	++	AM	++	AM	+
6	AM	+	AM	++	AM	+
7	AL	O	AL	O	AL	O
8	AL	O	AL	O	AL	+
9	AL	O	AM	+	AL	O
10	AL	-	AL	O	AL	O
11	AM	O	AM	O	AL	O

NOTE. SEE TABLE 1 FOR LEGEND.

Table A.3

QUASI-LONGITUDINAL MEDIAN PERCENTILE SCORES
LARGE-CITY NORMS

NORTHWEST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	74		87	56		56	51		47	60		68
	1979	74		87	51		68	51		56	60		72
	1980	79	79	82	46	44	47	42	44	47	51	49	56
	1981	83	82	86	56	58	56	51	58	63	64	62	68
	1982	79	82	85	56	58	63	56	58	63	64	62	68
2	1976	76		79	37		26	41		35	51		60
	1978	72		80	40		46	40		46	52		58
	1979	77		87	40		39	40		58	52		63
	1980	83	78	85	44	52	52	40	37	52	52	55	63
	1981	84	82	89	60	62	67	60	62	71	69	65	77
	1982	84	82	87	60	65	67	60	65	67	69	70	74
3	1978	82	81	83	37	52	32	41	52	48	58	64	58
	1979	85	88	86	37	52	27	55	61	62	61	71	62
	1980	87	88	89	41	45	43	41	52	58	55	63	62
	1981	86	90	89	45	58	58	58	73	69	61	75	72
	1982	82	90	89	55	71	69	61	78	75	64	79	78
4	1976	82	79	79	28	25	8	35	29	14	44	43	32
	1978	88	85	83	30	28	8	33	37	22	49	53	39
	1979	86	84	88	27	31	22	33	41	30	52	58	51
	1980	88	87	88	30	34	34	46	55	51	58	63	59
	1981	91	91	89	43	53	47	55	65	59	61	71	65
	1982	91	90	90	52	61	55	61	71	68	66	75	71
5	1978	89	84	83	21	25	8	26	33	15	46	50	28
	1979	89	87	89	26	30	24	40	50	38	54	60	56
	1980	89	88	90	32	36	35	40	50	53	52	62	62
	1981	90	89	90	38	47	42	49	66	59	57	70	68
	1982	92	89	91	46	64	56	52	71	73	67	76	73
6	1976	88	85	83	11	14	9	29	31	28	52	45	38
	1979	86	85	89	20	21	21	34	44	41	47	56	54
	1980	91	87	90	30	36	29	44	52	51	60	62	62
	1981	91	89	88	42	42	38	56	58	62	67	69	67
	1982	92	90	90	42	52	48	65	69	65	72	74	72
7	1978	91		86	15		11	29		24	41		39
	1979	88	82	86	19	18	8	21	24	17	39	45	36
	1980	89	87	87	28	26	31	34	31	36	50	54	52
	1981	90	89	88	32	33	36	48	54	47	61	63	60
	1982	91	89	90	34	39	33	50	52	52	59	65	62
8	1976	89	82	82	18	14	11	31	25	18	57	52	43
	1978	91		86	21		10	33		16	49		36
	1979	89	84	86	17	16	10	31	25	20	47	51	43
	1980	89	86	86	27	27	28	37	35	37	59	57	56
	1981	91	90	91	37	35	37	51	47	47	66	64	61
	1982	91	89	89	43	43	40	55	55	56	70	67	65
9	1980	80	79	80	26	27	23	39	35	39	52	50	51
	1981	82	79	78	26	31	30	33	39	36	48	50	51
	1982	78	82	80	29	37	36	30	39	30	48	58	51
10	1980	79	80	75	17	20	21	35	30	34	56	50	55
	1981	82	85	81	22	27	25	41	41	43	53	54	52
	1982	82	84	78	25	32	34	38	41	39	50	54	52
11	1980	72	74	72	18	15	18	37	33	38	55	56	55
	1981	76	79	74	20	19	22	37	33	35	55	56	55
	1982	77	79	77	26	29	30	42	43	43	57	56	55

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2. LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.4

QUASI-LONGITUDINAL MEDIAN PERCENTILE SCORES
NATIONAL NORMS

NORTHEAST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	55		61	39		33	35		27	43		44
	1979	55		71	43		50	35		38	47		56
	1980	70	64	66	39	31	38	35	26	33	47	41	50
	1981	70	66	71	43	41	50	43	46	50	55	55	56
	1982	70	66	76	47	51	56	47	46	56	55	55	61
2	1976	51		50	23		20	24		20	32		34
	1978	48		54	25		22	22		22	34		36
	1979	54		59	25		31	22		27	34		45
	1980	63	59	63	29	33	36	29	26	31	44	43	45
	1981	74	70	71	32	40	31	43	43	41	48	47	50
	1982	69	63	75	34	43	50	41	43	50	51	53	59
3	1978	48	65	47	14	32	9	19	30	20	32	46	27
	1979	59	72	58	19	32	13	21	32	20	34	46	27
	1980	59	70	64	21	27	27	24	30	31	37	49	43
	1981	59	78	71	24	38	31	26	49	43	37	59	51
	1982	64	82	75	29	50	39	37	62	54	42	68	58
4	1976	43	42	32	11	11	1	16	20	6	21	25	10
	1978	53	53	41	9	10	2	15	18	9	23	28	13
	1979	55	62	54	11	16	6	15	26	13	27	37	28
	1980	60	66	60	13	20	16	25	35	31	31	42	38
	1981	68	74	63	21	28	22	29	44	38	39	51	41
	1982	68	76	63	27	39	28	31	49	41	39	58	44
5	1978	47	45	34	7	8	1	17	21	10	20	26	11
	1979	53	57	50	10	12	5	19	30	18	27	34	26
	1980	56	65	60	11	16	13	20	32	34	25	38	37
	1981	68	72	66	15	28	20	27	46	39	35	52	45
	1982	68	72	63	18	34	25	27	46	42	37	52	45
6	1976	44	44	38	3	4	1	10	13	6	20	20	11
	1979	44	47	43	6	9	4	20	23	26	25	26	24
	1980	56	61	61	10	14	10	25	30	36	30	37	36
	1981	65	68	63	15	23	16	25	32	42	36	42	43
	1982	65	70	63	18	31	24	30	43	48	40	52	46
7	1978	46		36	3		1	11		7	19		10
	1979	47	44	46	5	3	1	19	22	16	22	24	20
	1980	47	56	52	7	10	7	16	27	26	23	30	28
	1981	55	63	59	13	13	9	23	30	32	31	36	34
	1982	57	62	57	13	19	12	23	31	28	31	35	34
8	1976	47	44	43	4	4	2	17	20	13	28	29	22
	1978	47		33	4		1	14		5	22		11
	1979	48	09	47	5	4	2	18	19	13	26	22	20
	1980	56	57	60	9	9	11	25	25	31	30	31	32
	1981	58	62	62	11	13	11	25	27	34	32	36	34
	1982	64	68	64	15	17	16	25	30	32	37	42	39
9	1980	54	52	56	16	20	15	27	34	28	36	36	31
	1981	60	62	59	18	26	20	31	34	39	38	40	39
	1982	57	59	59	24	34	25	33	36	42	38	44	39
10	1980	60	62	56	16	23	18	32	32	34	37	45	40
	1981	60	59	56	20	26	21	32	36	37	40	43	40
	1982	67	70	59	24	29	24	31	39	40	40	47	40
11	1980	62	63	56	21	22	19	25	27	22	40	41	35
	1981	62	63	59	21	22	19	37	38	30	46	44	43
	1992	59	60	56	23	22	22	31	35	30	40	41	38

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.5

QUASI-LONGITUDINAL MEDIAN ACHIEVEMENT TRENDS 1981-82
NATIONAL NORMS

NORTHEAST SUBDISTRICT

GRADE	READING		LANGUAGE		MATHEMATICS	
	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981
			WHITE STUDENTS			
1	AH	O	AH	O	AH	+
2	AH	-	AH	--	AH	+
3	AH	+	AA	+	AH	+
4	AH	O	AH	O	AH	O
5	AH	O	AH	O	AH	O
6	AH	O	AH	O	AH	O
7	AM	O	AH	O	AM	O
8	AH	+	AH	+	AH	O
9	AM	O	AM	O	AM	O
10	AH	++	AH	+++	AM	O
11	AM	O	AM	O	AM	O
			BLACK STUDENTS			
1	AM	+	AM	+++	AM	+
2	AL	O	AM	O	AM	+++
3	AL	+	AM	+++	AL	++
4	AL	+	AL	+++	AL	+
5	BA	+	AL	+	AL	+
6	BA	+	AL	++	AL	++
7	BA	O	BA	++	BA	+
8	BA	+	BA	+	BA	++
9	AL	+	AL	++	AL	+
10	AL	+	AL	O	AL	O
11	AL	O	BA	O	BA	+
			HISPANIC STUDENTS			
1	AM	+	AM	O	AM	+
2	AM	O	AM	O	AM	++
3	AL	+++	AH	+++	AM	+++
4	AL	O	AM	+	AM	O
5	AL	O	AM	O	AM	O
6	AL	+	AM	+++	AM	+
7	AL	O	AL	O	AL	-
8	AL	O	AL	O	AL	O
9	AL	O	AL	O	AM	O
10	AL	O	AL	O	AM	O
11	AL	-	AL	O	AL	O
			ALL RACES			
1	AM	O	AM	O	AH	+
2	AM	O	AM	+	AM	++
3	AM	+	AH	++	AM	++
4	AL	O	AM	++	AM	O
5	AL	O	AM	O	AM	O
6	AM	+	AM	+++	AM	O
7	AL	O	AL	O	AL	O
8	AL	+	AM	+	AL	+
9	AL	O	AM	+	AL	O
10	AM	O	AM	+	AM	O
11	AM	-	AM	O	AL	-

NOTE. SEE TABLE 1 FOR LEGEND.

Table A.6

QUASI-LONGITUDINAL MEDIAN PERCENTILE SCORES
LARGE-CITY NORMS

NORTHEAST SUBDISTRICT

GRADE	YEAR	WHITE			BLACK			HISPANIC			ALL RACES		
		R	L	M	R	L	M	R	L	M	R	L	M
1	1978	71		79	60		56	51		47	60		68
	1979	71		82	60		68	51		56	64		72
	1980	81	77	79	56	49	56	51	44	47	64	58	68
	1981	81	79	82	60	58	68	60	62	68	71	68	72
	1982	81	79	85	64	65	72	64	62	72	71	68	76
2	1976	70		73	37		26	37		35	51		60
	1978	69		77	48		39	40		43	56		58
	1979	74		77	44		52	40		46	56		67
	1980	81	74	80	48	52	58	48	44	52	66	62	67
	1981	87	82	85	52	59	52	65	62	63	69	65	71
	1982	84	78	87	56	62	71	63	62	71	72	70	77
3	1978	80	77	78	37	52	27	41	49	48	58	71	58
	1979	80	85	78	37	52	27	41	52	37	58	66	48
	1980	80	83	82	41	45	48	45	49	53	61	68	66
	1981	80	88	86	45	58	53	48	68	66	61	77	72
	1982	83	90	88	51	70	62	61	79	75	67	82	78
4	1976	72	68	60	28	25	6	38	43	22	44	46	32
	1978	81	78	74	24	28	8	36	41	26	52	55	39
	1979	81	80	77	27	31	14	33	47	30	52	61	51
	1980	83	83	81	30	37	34	49	58	55	58	65	62
	1981	88	87	83	43	50	43	55	67	62	66	73	65
	1982	88	88	83	52	63	51	58	71	65	66	78	68
5	1978	79	71	62	19	22	8	40	45	31	52	50	35
	1979	82	79	75	23	25	15	42	53	38	54	58	49
	1980	83	83	83	26	30	31	43	56	59	52	62	62
	1981	90	87	86	35	50	42	54	70	65	65	74	71
	1982	90	87	85	40	58	47	54	70	68	67	74	71
6	1976	80	69	63	14	12	6	27	31	22	47	42	35
	1979	75	73	70	16	19	14	44	44	51	51	49	48
	1980	84	82	83	25	28	27	51	54	62	58	63	62
	1981	89	86	85	34	44	35	51	58	69	67	69	70
	1982	89	87	85	39	56	48	58	70	74	72	77	72
7	1978	81		68	14		7	35		29	45		36
	1979	78	71	73	16	8	6	43	42	36	48	45	41
	1980	78	80	79	19	20	21	39	50	50	50	54	52
	1981	84	85	83	32	25	26	50	54	57	61	63	60
	1982	85	84	81	32	36	31	50	56	52	61	62	60
8	1976	81	74	72	18	11	8	42	39	33	59	56	49
	1978	82		68	18		6	40		22	51		31
	1979	83	67	74	15	9	8	43	38	30	57	45	43
	1980	87	80	83	27	19	28	55	49	58	64	58	61
	1981	88	84	84	31	27	28	55	53	63	66	64	63
	1982	89	87	85	39	35	35	55	56	61	73	70	67
9	1980	74	71	75	33	31	27	48	50	47	58	53	51
	1981	78	79	78	36	39	36	52	50	60	61	58	60
	1982	76	76	78	44	50	43	55	53	64	61	62	60
10	1980	74	75	72	29	32	29	51	45	52	56	60	58
	1981	74	72	72	35	37	34	51	50	55	58	58	58
	1982	79	81	75	41	41	39	50	54	58	58	61	58
11	1980	72	74	70	34	33	30	39	39	35	55	56	51
	1981	72	74	72	34	33	30	53	52	46	60	58	59
	1982	70	71	70	37	33	35	46	50	46	55	56	55

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.7

QUASI-LONGITUDINAL MEDIAN PERCENTILE SCORES
NATIONAL NORMS

SOUTHEAST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	39		50	35		27	27		38	35		38
	1979	43		61	39		38	41		50	43		50
	1980	47	41	50	35	31	33	27	31	33	39	41	38
	1981	51	51	50	43	46	44	43	46	44	47	46	50
	1982	55	55	56	43	51	38	47	51	47	47	51	50
2	1976	36		40	21		18	23		29	28		29
	1978	37		41	25		18	25		22	32		31
	1979	37		50	29		27	32		36	34		36
	1980	44	47	50	29	33	31	32	36	31	34	40	41
	1981	51	53	54	41	47	31	34	40	41	44	47	45
	1982	54	53	63	41	59	41	44	53	50	48	53	54
3	1978	37	54	39	16	32	11	24	41	13	29	46	20
	1979	41	51	39	21	32	13	21	41	20	34	44	27
	1980	42	52	51	21	30	23	26	35	23	32	44	35
	1981	45	63	54	24	41	31	37	59	47	37	56	47
	1982	45	68	58	37	49	39	34	56	43	38	61	51
4	1976	25	25	22	12	15	2	12	15	4	18	20	8
	1978	31	31	19	11	14	2	19	20	9	19	22	11
	1979	41	46	41	19	28	11	21	31	19	29	39	28
	1980	39	53	44	19	28	13	23	37	25	29	42	31
	1981	45	53	47	25	35	25	29	44	28	33	44	34
	1982	48	60	50	25	39	28	31	44	34	33	49	41
5	1978	33	32	23	10	11	2	13	19	9	20	21	9
	1979	37	44	37	17	21	8	22	33	18	27	34	25
	1980	37	46	42	15	26	18	18	30	28	24	38	31
	1981	39	53	48	18	30	20	23	38	31	27	42	34
	1982	45	57	50	23	38	28	23	44	31	31	50	39
6	1976	30	25	22	7	9	2	11	13	8	14	16	9
	1979	33	38	34	15	20	7	20	23	20	25	27	20
	1980	36	42	41	13	20	10	22	29	20	25	31	24
	1981	40	47	43	22	30	20	23	32	31	32	38	34
	1982	48	52	48	23	32	20	29	41	34	35	44	34
7	1978	29		20	5		2	11		3	14		7
	1979	29	30	30	7	8	3	13	19	7	14	19	11
	1980	34	35	36	14	14	9	16	21	24	22	22	22
	1981	37	41	40	16	21	16	23	30	25	26	30	28
	1982	39	45	42	20	27	22	25	31	29	29	35	32
8	1976	23	24	18	4	5	2	12	16	6	12	14	6
	1978	33		24	6		2	12		6	15		9
	1979	34	30	26	8	9	3	17	19	13	18	18	11
	1980	40	39	36	13	13	11	23	17	19	25	22	22
	1981	43	40	41	19	21	19	26	25	29	32	31	29
	1982	44	48	43	19	23	22	28	35	27	32	35	31
9	1980	36	32	31	11	18	12	20	20	23	22	23	20
	1981	33	30	36	13	18	12	22	20	20	22	23	20
	1982	36	36	36	15	20	17	16	26	23	24	26	23
10	1980	35	32	34	12	17	12	22	23	27	22	26	21
	1981	37	32	37	10	17	12	20	29	24	22	26	24
	1982	36	36	40	13	17	15	24	19	24	22	26	24
11	1980	37	30	32	11	12	10	21	20	18	23	20	19
	1981	37	30	35	11	14	13	25	22	22	25	20	22
	1982	40	35	35	13	14	13	21	20	24	23	20	22

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.8

QUASI-LONGITUDINAL MEDIAN ACHIEVEMENT TRENDS 1981-82
NATIONAL NORMS

SOUTHEAST SUBDISTRICT

GRADE	READING		LANGUAGE		MATHEMATICS	
	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981
			WHITE STUDENTS			
1	AM	+	AM	+	AM	+
2	AM	0	AM	0	AH	++
3	AM	0	AH	+	AM	+
4	AM	0	AH	++	AM	0
5	AM	+	AM	+	AM	0
6	AM	++	AM	+	AM	+
7	AL	0	AM	+	AM	0
8	AM	0	AM	++	AM	0
9	AL	0	AL	+	AL	0
10	AL	0	AL	+	AM	0
11	AM	0	AL	+	AL	0
			BLACK STUDENTS			
1	AM	0	AM	+	AL	-
2	AM	0	AM	+++	AM	+++
3	AL	+++	AM	++	AL	++
4	AL	0	AL	+	AL	0
5	AL	+	AL	++	AL	++
6	AL	0	AL	0	BA	0
7	BA	+	AL	+	BA	++
8	BA	0	AL	0	BA	+
9	BA	0	BA	0	BA	++
10	BA	+	BA	0	BA	+
11	BA	0	BA	0	BA	0
			HISPANIC STUDENTS			
1	AM	+	AM	+	AM	0
2	AM	+++	AM	+++	AM	++
3	AL	0	AM	0	AM	-
4	AL	0	AM	0	AL	+
5	AL	0	AM	+	AL	0
6	AL	+	AM	++	AL	0
7	AL	0	AL	0	AL	+
8	AL	0	AL	+++	AL	0
9	BA	--	AL	+	AL	0
10	AL	+	BA	---	AL	0
11	BA	-	BA	0	AL	0
			ALL RACES			
1	AM	0	AM	+	AM	0
2	AM	+	AM	+	AM	++
3	AL	0	AH	+	AM	+
4	AL	0	AM	+	AM	++
5	AL	+	AM	++	AL	+
6	AL	0	AM	+	AL	0
7	AL	0	AL	+	AL	+
8	AL	0	AL	+	AL	0
9	AL	0	AL	0	AL	0
10	BA	0	AL	0	AL	0
11	AL	0	BA	0	BA	0

NOTE. SEE TABLE 1 FOR LEGEND.

Table A.9

QUASI-LONGITUDINAL MEDIAN PERCENTILE SCORES
LARGE-CITY NORMS

SOUTHEAST SUBDISTRICT

GRADE	YEAR	WHITE			BLACK			HISPANIC			ALL RACES		
		R	L	M	R	L	M	R	L	M	R	L	M
1	1978	60		68	51		47	42		56	56		63
	1979	60		76	56		56	58		68	60		68
	1980	64	58	68	51	49	47	42	49	47	56	58	56
	1981	68	65	68	60	62	63	60	62	63	64	62	68
	1982	71	68	72	60	65	56	64	65	66	64	65	68
2	1976	58		65	37		26	39		44	46		53
	1978	60		63	44		39	44		46	52		52
	1979	60		71	48		46	52		58	56		58
	1980	66	65	71	48	52	52	52	55	52	56	59	63
	1981	72	70	74	63	65	52	56	59	63	66	65	67
	1982	74	70	80	63	74	63	66	70	71	69	70	74
3	1978	64	73	66	37	52	32	55	61	37	58	64	48
	1979	66	71	62	41	52	27	41	61	37	58	63	48
	1980	67	71	72	41	49	43	48	55	43	55	63	58
	1981	70	79	75	45	61	53	61	77	69	61	75	69
	1982	70	82	78	61	68	62	58	75	66	64	78	72
4	1976	54	49	47	32	32	8	30	32	18	44	39	27
	1978	61	61	47	30	34	8	43	47	26	46	50	30
	1979	69	69	65	39	50	26	43	53	39	55	63	51
	1980	66	75	68	39	50	30	46	61	47	55	65	55
	1981	73	75	71	49	58	47	55	67	51	61	67	59
	1982	75	79	74	49	63	51	58	67	59	61	71	65
5	1978	67	60	49	26	30	10	38	39	28	46	45	31
	1979	67	68	62	38	39	21	46	57	38	54	58	47
	1980	67	70	68	35	47	38	40	53	53	51	62	56
	1981	70	76	73	40	53	42	49	62	56	54	66	59
	1982	76	79	75	49	62	53	48	68	56	60	73	65
6	1976	64	50	50	20	21	11	29	31	25	38	37	31
	1979	62	63	59	34	39	21	44	44	41	51	51	41
	1980	67	69	67	30	39	27	47	53	41	51	56	48
	1981	72	73	70	47	54	41	49	58	57	61	63	59
	1982	78	77	74	49	58	41	57	67	59	65	70	59
7	1978	61		53	17		11	36		24	41		30
	1979	59	54	55	19	16	10	32	35	21	34	36	28
	1980	65	62	62	34	26	26	39	41	47	48	43	44
	1981	69	68	66	39	41	36	50	54	49	55	54	52
	1982	71	72	69	46	50	44	52	56	54	59	62	57
8	1976	57	50	41	18	14	8	35	32	23	35	30	24
	1978	71		52	21		9	38		22	42		26
	1979	70	56	53	24	19	11	42	39	30	43	36	28
	1980	77	67	65	35	27	28	51	35	40	55	45	45
	1981	80	68	69	45	43	40	57	49	56	66	58	56
	1982	81	74	71	45	47	45	59	63	54	66	63	58
9	1980	58	48	51	24	27	23	39	31	39	42	35	36
	1981	55	46	56	26	27	23	42	31	36	42	35	36
	1982	58	53	56	30	31	30	33	39	39	44	39	39
10	1980	53	45	52	23	24	21	38	32	43	38	37	34
	1981	56	45	55	21	24	21	35	41	39	38	37	39
	1982	55	50	58	25	24	25	41	27	39	38	37	39
11	1980	53	43	48	20	19	18	34	29	28	37	29	30
	1981	53	43	51	20	21	22	39	33	35	39	29	35
	1982	55	50	51	24	21	22	34	29	38	37	29	35

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.10

QUASI-LONGITUDINAL MEDIAN PERCENTILE SCORES
NATIONAL NORMS

SOUTHWEST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	43		50	39		44	35		38	39		44
	1979	47		61	43		50	35		50	43		56
	1980	55	51	61	43	46	44	35	31	38	41	41	44
	1981	59	55	66	51	51	50	47	46	56	51	51	56
	1982	63	61	71	51	55	50	51	46	56	55	55	56
2	1976	40		40	32		24	28		24	32		29
	1978	41		50	32		27	25		27	32		31
	1979	44		50	32		31	19		31	32		36
	1980	48	47	54	44	53	41	32	33	36	37	43	45
	1981	54	47	63	51	59	50	34	40	45	48	47	50
	1982	57	59	67	48	59	54	44	47	54	48	59	59
3	1978	42	54	39	26	54	13	19	32	16	32	46	20
	1979	45	56	47	32	46	20	21	32	20	32	46	27
	1980	45	58	54	32	44	35	21	30	27	32	44	35
	1981	39	59	47	37	61	39	29	46	39	37	56	39
	1982	45	68	64	39	65	51	34	59	47	37	63	54
4	1976	33	35	26	14	15	4	14	17	4	20	21	8
	1978	36	42	28	17	24	9	13	20	7	21	26	13
	1979	45	51	34	21	37	16	17	26	11	27	37	19
	1980	48	55	44	27	37	28	25	31	25	31	39	34
	1981	50	62	50	31	51	38	29	44	31	33	51	38
	1982	50	62	54	36	55	44	31	49	41	36	53	44
5	1978	37	40	28	17	22	5	11	16	3	19	28	9
	1979	41	44	37	23	32	18	17	24	13	23	32	18
	1980	45	53	48	25	38	28	20	32	26	27	40	31
	1981	57	63	58	33	48	39	23	40	31	33	50	42
	1982	56	61	58	35	53	45	27	46	37	37	53	45
6	1976	38	32	25	11	12	6	10	13	6	20	20	9
	1979	42	42	38	19	26	16	14	20	12	22	28	22
	1980	46	46	43	25	32	22	18	24	22	28	32	29
	1981	56	61	58	36	46	38	28	36	31	38	46	41
	1982	58	65	59	38	49	41	33	42	38	40	49	43
7	1978	37		26	12		4	9		3	15		7
	1979	37	38	38	16	22	16	9	12	5	16	22	16
	1980	42	47	42	22	28	22	14	19	14	23	30	26
	1981	45	48	44	25	34	26	16	26	19	26	34	28
	1982	47	59	50	29	39	34	23	31	26	31	39	34
8	1976	33	32	26	7	10	3	10	12	5	14	17	9
	1978	36		26	13		5	10		5	17		9
	1979	42	36	36	16	19	13	10	15	7	20	20	16
	1980	46	47	43	25	26	22	13	19	14	26	28	23
	1981	53	51	47	29	31	25	23	23	22	32	34	27
	1982	49	51	49	29	35	27	19	28	25	29	36	31
9	1980	39	40	36	16	20	15	15	20	15	20	23	20
	1981	42	46	39	20	30	20	18	23	15	22	30	20
	1982	39	44	39	18	30	20	22	26	23	22	30	23
10	1980	45	47	37	14	19	15	24	25	21	24	26	21
	1981	51	50	43	22	26	21	20	29	24	25	32	27
	1982	54	52	46	20	29	21	24	29	24	25	32	24
11	1980	42	46	38	13	16	16	23	25	22	23	25	22
	1981	53	54	43	19	20	16	23	27	22	25	27	22
	1982	53	52	43	23	22	22	23	25	24	27	27	24

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.11

QUASI-LONGITUDINAL MEDIAN ACHIEVEMENT TRENDS 1981-82
NATIONAL NORMS

SOUTHWEST SUBDISTRICT

GRADE	READING LEVEL IN 1982	READING CHANGE SINCE 1981	LANGUAGE LEVEL IN 1982	LANGUAGE CHANGE SINCE 1981	MATHEMATICS LEVEL IN 1982	MATHEMATICS CHANGE SINCE 1981
WHITE STUDENTS						
1	AH	+	AH	+	AH	+
2	AM	0	AM	+++	AH	+
3	AM	+	AH	++	AH	+++
4	AM	0	AH	0	AM	+
5	AM	0	AH	0	AM	0
6	AM	0	AH	+	AM	0
7	AM	0	AM	+++	AM	+
8	AM	-	AM	0	AM	0
9	AL	0	AM	0	AL	0
10	AM	0	AM	0	AM	0
11	AM	0	AM	0	AM	0
BLACK STUDENTS						
1	AM	0	AM	+	AM	0
2	AM	0	AM	0	AM	+
3	AL	0	AH	+	AM	+++
4	AL	+	AM	+	AM	+
5	AL	0	AM	+	AM	+
6	AL	0	AM	0	AM	0
7	AL	+	AL	+	AL	++
8	AL	0	AL	+	AL	0
9	BA	0	AL	0	BA	0
10	BA	0	AL	0	BA	0
11	AL	+	BA	0	BA	++
HISPANIC STUDENTS						
1	AM	+	AM	0	AM	0
2	AM	+++	AM	++	AM	++
3	AL	+	AM	+++	AM	++
4	AL	0	AM	+	AM	+++
5	AL	+	AM	+	AL	+
6	AL	+	AM	+	AL	++
7	AL	++	AL	+	AL	++
8	BA	-	AL	+	AL	0
9	BA	+	AL	0	AL	++
10	AL	+	AL	0	AL	0
11	AL	0	AL	0	AL	0
ALL RACES						
1	AM	+	AM	+	AM	0
2	AM	0	AM	+++	AM	++
3	AL	0	AH	++	AM	+++
4	AL	0	AM	0	AM	+
5	AL	+	AM	0	AM	0
6	AM	0	AM	0	AM	0
7	AL	+	AL	+	AL	+
8	AL	0	AL	0	AL	+
9	BA	0	AL	0	AL	0
10	AL	0	AL	0	AL	0
11	AL	0	AL	0	AL	0

NOTE. SEE TABLE 1 FOR LEGEND.

Table A.12

QUASI-LONGITUDINAL MEDIAN PERCENTILE SCORES
LARGE-CITY NORMS

SOUTHWEST SUBDISTRICT

GRADE	YEAR	WHITE			BLACK			HISPANIC			ALL RACES		
		R	L	M	R	L	M	R	L	M	R	L	M
1	1978	60		72	56		63	51		56	56		63
	1979	64		76	60		68	51		68	60		72
	1980	71	65	76	60	62	63	51	49	56	60	58	63
	1981	74	68	79	68	65	68	64	62	72	68	65	72
	1982	77	74	82	68	68	68	68	62	72	71	68	72
2	1976	60		65	51		44	46		35	51		53
	1978	63		71	52		46	48		52	52		52
	1979	66		71	52		52	35		52	52		58
	1980	69	65	74	66	70	63	52	52	58	60	62	67
	1981	74	65	80	72	74	71	56	59	67	69	65	71
	1982	77	74	83	69	74	74	66	65	74	69	74	77
3	1978	70	73	66	55	71	37	41	52	43	58	64	48
	1979	70	75	69	55	66	37	41	52	37	55	66	48
	1980	70	75	75	55	63	58	41	49	48	55	63	58
	1981	64	77	69	61	78	62	51	66	62	61	75	62
	1982	70	82	82	64	81	72	58	77	69	61	79	75
4	1976	61	58	52	35	32	18	32	36	18	44	43	27
	1978	69	67	59	43	53	30	33	44	22	46	55	39
	1979	73	73	59	43	61	34	36	47	26	52	61	39
	1980	75	76	68	52	61	51	49	53	47	58	63	59
	1981	77	80	74	58	73	62	55	67	55	61	73	62
	1982	77	80	77	63	76	68	58	71	65	63	75	68
5	1978	70	66	56	40	50	21	29	36	18	46	53	31
	1979	72	68	62	49	56	38	38	45	31	49	56	38
	1980	76	76	73	52	62	53	43	56	49	54	64	56
	1981	84	82	81	62	71	65	49	64	56	62	73	68
	1982	83	81	81	65	76	71	54	70	62	67	76	71
6	1976	71	59	55	29	31	25	27	29	19	47	41	35
	1979	73	69	65	42	49	35	32	39	29	47	52	45
	1980	77	71	70	51	58	45	39	47	45	56	58	54
	1981	84	82	81	67	71	65	56	62	57	70	71	67
	1982	85	84	82	70	74	67	62	69	65	72	74	70
7	1978	71		59	36		22	29		18	43		30
	1979	69	65	64	39	43	36	23	24	17	39	43	36
	1980	74	74	69	48	52	44	34	36	33	50	54	50
	1981	77	75	71	52	60	50	39	48	40	55	60	52
	1982	78	82	77	59	67	60	50	56	50	61	67	60
8	1976	67	61	55	25	23	13	29	25	20	38	37	26
	1978	76		56	35		20	31		20	42		26
	1979	78	64	65	41	39	30	29	31	20	47	41	35
	1980	82	73	71	55	51	45	35	39	33	57	55	48
	1981	86	76	74	61	58	51	51	47	45	66	61	54
	1982	84	76	76	61	63	54	45	55	51	61	64	58
9	1980	62	58	56	33	31	27	30	31	27	39	35	36
	1981	64	64	60	39	46	36	36	35	27	42	46	36
	1982	62	62	60	36	46	36	42	39	39	42	46	39
10	1980	63	61	55	26	27	25	41	35	34	41	37	34
	1981	67	65	62	38	37	34	35	41	39	42	45	43
	1982	70	67	64	35	41	34	41	41	39	42	45	39
11	1980	57	60	55	24	24	26	37	36	35	37	36	35
	1981	65	66	59	32	29	26	37	39	35	39	39	35
	1982	65	65	59	37	33	35	37	36	38	42	39	38

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.13

QUASI-LONGITUDINAL MEDIAN PERCENTILE SCORES
NATIONAL NORMS

EAST OAK CLIFF SUBDISTRICT

GRADE	YEAR	WHITE			BLACK			HISPANIC			ALL RACES		
		R	L	M	R	L	M	R	L	M	R	L	M
1	1978				43		44				39		44
	1979				43		50				43		50
	1980				39	41	38				39	41	38
	1981				51	51	50				47	51	50
	1982				47	55	50				47	55	50
2	1976				21		15				21		15
	1978				29		22				29		27
	1979				29		31				29		31
	1980				32	40	36				32	36	36
	1981				39	43	41				37	43	41
	1982				44	53	50				44	53	50
3	1978				19	38	13				19	38	13
	1979				24	41	20				24	38	20
	1980				24	32	27				24	32	27
	1981				26	46	35				26	46	35
	1982				37	59	51				37	59	51
4	1976				14	15	2				14	15	2
	1978				15	20	7				15	20	6
	1979				17	24	9				17	24	9
	1980				21	31	19				21	31	19
	1981				25	37	28				25	37	28
	1982				31	44	38				31	44	34
5	1978				13	17	3				13	17	3
	1979				17	21	9				17	21	9
	1980				18	28	18				18	28	18
	1981				22	34	23				22	34	23
	1982				27	44	34				25	44	34
6	1976				7	9	2				7	9	2
	1979				14	20	7				14	20	7
	1980				18	23	16				18	23	16
	1981				23	31	20				23	31	22
	1982				28	36	26				28	36	26
7	1978				5		3				6		3
	1979				10	12	4				12	14	4
	1980				14	18	11				16	19	11
	1981				16	21	12				18	22	14
	1982				20	27	18				22	27	20
8	1976				6	8	2				6	8	2
	1978				6		2				6		2
	1979				8	11	3				9	12	3
	1980				14	17	10				15	18	10
	1981				20	23	16				23	23	16
	1982				19	26	17				20	26	19
9	1980				11	16	10				11	16	10
	1981				11	16	10				11	16	10
	1982				13	20	17				13	20	17
10	1980				9	17	10				9	17	10
	1981				10	17	12				10	17	12
	1982				10	19	15				12	19	15
11	1980				9	10	8				10	10	8
	1981				11	14	10				11	14	10
	1982				12	16	13				12	16	13

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.14

QUASI-LONGITUDINAL MEDIAN ACHIEVEMENT TRENDS1981-82
NATIONAL NORMS

EAST OAK CLIFF SUBDISTRICT

	READING		LANGUAGE		MATHEMATICS	
GRADE	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981
			BLACK STUDENTS			
1	AM	-	AM	+	AM	O
2	AM	+	AM	+++	AM	++
3	AL	+++	AM	+++	AM	+++
4	AL	+	AM	++	AL	+++
5	AL	+	AM	+++	AL	+++
6	AL	+	AL	+	AL	+
7	BA	+	AL	+	BA	++
8	BA	O	AL	O	BA	O
9	BA	O	BA	+	BA	+++
10	BA	O	BA	O	BA	+
11	BA	O	BA	O	BA	+
			ALL RACES			
1	AM	O	AM	+	AM	O
2	AM	++	AM	+++	AM	++
3	AL	+++	AM	+++	AM	+++
4	AL	+	AM	++	AL	+
5	AL	O	AM	+++	AL	+++
6	AL	+	AL	+	AL	+
7	BA	+	AL	+	BA	++
8	BA	-	AL	O	BA	+
9	BA	O	BA	+	BA	+++
10	BA	O	BA	O	BA	+
11	BA	O	BA	O	BA	+

NOTE. SEE TABLE 1 FOR LEGEND.

Table A.15

QUASI-LONGITUDINAL MEDIAN PERCENTILE SCORES
LARGE-CITY NORMS

EAST OAK CLIFF SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978				60		68				60		63
	1979				60		68				60		68
	1980				56	58	56				56	58	56
	1981				68	65	68				64	65	68
	1982				64	68	68				64	68	68
2	1976				37		26				37		26
	1978				48		46				48		46
	1979				48		52				48		52
	1980				52	59	58				52	55	58
	1981				62	62	63				60	62	63
	1982				66	70	71				66	70	71
3	1978				41	61	37				41	58	37
	1979				45	61	37				45	58	37
	1980				45	52	48				45	52	48
	1981				48	66	58				48	66	58
	1982				61	77	72				61	77	72
4	1976				35	32	11				35	32	11
	1978				39	47	26				39	44	26
	1979				36	44	22				36	44	22
	1980				43	53	39				43	53	39
	1981				49	61	51				49	61	51
	1982				58	67	62				58	67	59
5	1978				38	39	18				38	39	18
	1979				38	39	24				38	39	24
	1980				40	50	38				40	50	38
	1981				46	58	45				46	58	45
	1982				54	68	59				52	68	59
6	1976				20	19	11				20	19	11
	1979				32	39	21				32	39	21
	1980				39	44	35				39	44	35
	1981				49	56	41				49	56	45
	1982				56	62	51				56	62	51
7	1978				19		13				19		13
	1979				25	24	14				30	26	15
	1980				34	33	28				39	35	28
	1981				39	41	31				41	43	33
	1982				46	50	39				48	50	41
8	1976				21	18	11				21	18	11
	1978				21		9				21		11
	1979				24	23	11				25	24	11
	1980				37	35	26				39	37	26
	1981				47	47	35				51	47	35
	1982				45	51	37				47	51	40
9	1980				24	24	19				24	24	19
	1981				24	24	19				24	24	19
	1982				26	31	30				26	31	30
10	1980				19	24	18				19	24	18
	1981				21	24	21				21	24	21
	1982				21	27	25				23	27	25
11	1980				18	16	14				18	16	14
	1981				20	21	18				20	21	18
	1982				22	24	22				22	24	22

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2. LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.16

QUASI-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

NORTHWEST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	61		76	32		39	23		37	38		50
	1979	60		77	26		51	29		45	37		56
	1980	63	61	71	26	26	33	22	20	33	35	34	44
	1981	74	72	77	38	38	44	36	34	47	49	48	56
	1982	70	69	75	36	42	44	38	39	49	47	48	54
2	1976	57		64	10		19	13		24	30		38
	1978	54		65	7		20	10		22	25		37
	1979	63		71	15		29	15		37	30		45
	1980	69	63	71	23	31	29	20	23	36	35	37	43
	1981	72	65	80	36	43	50	37	43	50	47	50	59
	1982	75	73	79	35	49	47	33	45	44	46	54	55
3	1978	58	75	59	10	32	16	11	32	19	27	48	32
	1979	63	74	65	18	34	18	23	42	37	35	51	40
	1980	68	77	73	19	29	27	23	36	32	35	46	43
	1981	67	81	77	23	38	37	29	54	50	39	56	53
	1982	65	83	77	25	51	46	32	63	60	38	63	59
4	1976	56	58	51	6	9	7	8	11	9	26	29	25
	1978	62	68	59	5	11	9	8	15	13	25	32	27
	1979	62	72	70	9	16	16	11	24	23	28	38	37
	1980	64	74	67	14	19	19	21	33	31	33	42	39
	1981	71	79	69	19	31	24	25	42	33	36	49	40
	1982	75	82	77	22	37	29	30	48	43	40	54	48
5	1978	62	63	52	7	9	5	10	14	8	26	28	22
	1979	66	71	68	11	16	14	12	23	20	30	37	35
	1980	63	76	69	13	21	18	19	30	32	32	43	40
	1981	69	79	73	15	26	22	22	42	36	35	48	44
	1982	69	81	73	22	37	32	28	49	48	38	54	50
6	1976	64	61	56	5	6	4	17	16	12	30	29	26
	1979	62	67	68	7	13	12	14	19	20	27	33	34
	1980	68	72	71	16	17	20	17	21	25	34	37	39
	1981	71	75	69	21	23	21	26	31	36	40	43	43
	1982	73	80	76	21	26	22	33	39	38	42	48	45
7	1978	61		56	7		7	10		12	27		26
	1979	58	58	60	8	10	7	10	15	14	27	29	29
	1980	62	68	63	7	13	11	12	17	15	29	35	32
	1981	67	73	69	12	17	18	16	25	20	33	39	37
	1982	68	73	70	15	22	17	17	28	26	33	40	38
8	1976	59	57	54	4	6	4	10	12	11	31	31	29
	1978	62		58	6		6	10		13	29		29
	1979	60	61	63	7	8	9	12	18	17	30	32	34
	1980	64	69	64	10	14	13	14	17	19	31	36	34
	1981	67	72	71	11	17	14	18	21	19	33	38	36
	1982	70	74	70	16	21	22	22	24	24	36	40	39
9	1980	63	66	64	8	12	7	17	19	16	35	38	35
	1981	65	65	65	7	14	11	14	20	17	33	37	35
	1982	61	66	63	7	21	13	12	20	14	31	39	35
10	1980	66	69	59	6	8	6	14	12	14	40	42	36
	1981	70	73	62	8	14	8	20	26	20	39	44	36
	1982	68	72	60	10	16	11	18	27	17	36	42	34
11	1980	62	63	65	6	8	6	22	21	18	42	44	43
	1981	68	70	66	7	9	9	14	19	18	42	44	42
	1982	72	72	67	10	10	12	24	31	25	44	45	43

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2. LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.17

QUASI-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

NORTHWEST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	81		85	64		52	56		50	66		62
	1979	80		83	59		63	56		55	64		66
	1980	79	72	80	49	38	44	44	35	46	55	47	55
	1981	82	81	86	61	52	57	60	50	60	68	61	67
	1982	82	80	82	63	57	58	60	54	62	68	62	66
2	1976	78		80	31		36	40		43	53		56
	1978	82		83	35		43	40		46	54		59
	1979	82		82	39		46	39		59	52		61
	1980	83	80	85	44	51	51	38	41	54	52	55	62
	1981	88	85	89	62	67	66	65	67	71	70	73	75
	1982	90	89	90	66	74	71	70	73	72	74	77	77
3	1978	86	90	81	37	52	35	41	53	45	56	66	55
	1979	83	87	78	40	50	30	53	62	52	59	67	54
	1980	84	86	83	39	46	43	40	51	54	52	59	59
	1981	85	90	88	44	57	56	58	74	73	60	72	71
	1982	85	90	90	54	67	65	68	80	81	66	77	77
4	1976	77	76	72	23	23	19	27	25	23	45	44	41
	1978	86	88	81	26	31	21	33	40	31	49	53	45
	1979	86	85	83	28	33	32	35	44	40	50	55	52
	1980	86	87	84	35	39	36	46	57	53	56	61	58
	1981	87	90	85	44	53	48	54	66	60	60	68	63
	1982	88	92	89	50	63	57	61	71	68	65	74	70
5	1978	86	85	74	26	30	16	31	36	22	47	50	37
	1979	87	88	84	29	36	30	39	51	41	52	59	52
	1980	81	87	84	31	39	37	42	50	51	51	59	57
	1981	86	92	84	35	49	43	47	67	58	55	69	61
	1982	87	91	87	45	62	55	52	73	69	60	74	69
6	1976	84	83	78	22	19	16	39	37	32	50	48	44
	1979	86	85	83	24	29	27	36	43	43	48	52	51
	1980	87	87	88	38	37	36	43	52	53	56	59	59
	1981	87	90	88	43	44	42	54	56	58	62	63	63
	1982	92	93	92	42	50	48	62	70	68	65	71	69
7	1978	84		81	22		23	31		31	45		45
	1979	81	80	78	21	27	18	29	36	30	45	49	44
	1980	84	85	85	30	31	35	37	37	40	52	53	55
	1981	87	89	88	37	39	38	48	54	49	58	61	59
	1982	88	89	87	37	42	40	53	53	53	58	60	60
8	1976	84	82	76	18	19	14	32	35	27	53	53	47
	1978	85		78	23		16	37		27	50		42
	1979	80	81	78	22	25	19	34	34	31	49	50	47
	1980	88	87	84	33	32	33	40	38	40	55	54	54
	1981	89	89	88	41	41	41	51	48	47	61	60	60
	1982	91	89	87	44	44	44	55	53	56	63	62	62
9	1980	84	79	80	21	29	19	37	39	35	53	54	50
	1981	83	79	81	22	32	29	33	38	34	50	53	52
	1982	81	82	78	24	40	30	26	41	30	48	58	50
10	1980	84	79	79	16	16	16	32	26	32	56	52	53
	1981	85	84	80	20	27	21	41	42	39	54	56	53
	1982	83	80	79	24	34	29	37	43	37	52	55	52
11	1980	81	77	78	11	14	13	38	34	34	57	55	55
	1981	85	81	80	16	17	18	31	33	31	56	54	54
	1982	84	82	81	20	22	25	42	45	42	57	57	57

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.18

QUASI-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

NORTHEAST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	57		63	37		39	23		32	44		49
	1979	63		75	40		50	24		40	47		59
	1980	69	63	67	38	33	42	30	28	36	49	45	51
	1981	75	69	73	45	42	50	40	47	52	57	55	61
	1982	69	68	80	48	56	59	48	49	58	55	59	67
2	1976	50		54	13		22	16		23	32		38
	1978	47		57	12		20	13		23	28		37
	1979	56		63	17		35	18		32	35		48
	1980	64	61	67	27	32	37	23	25	33	42	43	49
	1981	76	68	75	29	34	35	38	43	46	49	50	53
	1982	75	66	79	33	43	50	39	39	51	50	53	63
3	1978	50	67	49	7	34	13	13	31	21	28	49	31
	1979	56	67	56	15	31	17	16	32	21	33	47	35
	1980	58	68	63	19	30	27	22	33	33	37	48	44
	1981	63	81	73	18	37	32	25	46	44	38	58	52
	1982	67	85	80	21	50	38	34	64	55	42	68	58
4	1976	43	44	36	4	8	5	15	18	15	25	27	22
	1978	51	54	48	6	10	7	14	20	20	28	33	29
	1979	54	61	54	8	15	13	14	27	24	30	39	34
	1980	59	67	61	15	23	20	21	33	36	35	44	40
	1981	66	74	63	19	30	23	29	39	37	42	51	43
	1982	67	81	66	20	37	27	30	48	37	41	58	45
5	1978	46	45	36	5	7	5	13	19	14	25	26	21
	1979	54	58	50	7	12	8	21	27	23	31	36	30
	1980	55	66	61	9	18	17	21	32	38	32	42	40
	1981	65	74	67	16	31	25	28	44	43	40	52	47
	1982	64	74	63	19	31	28	30	49	44	40	53	46
6	1976	49	44	38	5	7	3	15	16	12	29	27	23
	1979	45	47	46	4	10	12	14	23	30	24	29	30
	1980	55	63	61	10	13	18	26	29	38	33	39	41
	1981	66	70	67	15	19	20	29	35	44	40	44	45
	1982	67	74	64	20	30	26	32	42	47	43	52	47
7	1978	45		40	5		4	16		17	25		23
	1979	48	45	45	5	7	5	18	19	21	28	27	26
	1980	49	57	52	6	10	10	17	27	27	28	35	32
	1981	58	63	59	7	12	12	22	27	31	33	38	37
	1982	61	65	57	12	14	14	24	30	30	35	38	36
8	1976	47	46	43	3	5	2	18	19	18	31	32	29
	1978	46		35	4		4	13		13	27		22
	1979	49	40	48	5	6	5	15	14	21	30	25	31
	1980	56	58	59	8	11	10	20	24	31	33	36	38
	1981	59	63	60	8	14	12	23	25	31	34	38	37
	1982	64	66	65	10	16	13	24	31	32	38	43	41
9	1980	53	55	58	16	20	15	26	32	25	35	39	38
	1981	63	63	64	22	26	21	31	35	36	41	44	42
	1982	59	63	61	23	31	26	29	34	36	39	46	43
10	1980	59	65	56	17	26	14	31	36	28	40	47	37
	1981	60	63	57	20	27	16	30	35	32	41	45	38
	1982	66	70	60	25	32	21	26	41	29	43	49	39
11	1980	61	63	59	18	20	16	15	22	16	41	44	41
	1981	62	64	62	21	26	19	31	39	31	43	47	43
	1982	57	60	59	20	26	18	28	36	24	39	44	39

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.19

QUASI-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

NORTHEAST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	77		76	66		53	53		46	69		62
	1979	83		82	69		62	54		53	73		69
	1980	81	72	77	58	49	55	57	38	45	67	56	62
	1981	85	79	82	66	58	64	69	61	66	75	68	72
	1982	83	80	86	69	69	72	71	65	75	74	72	78
2	1976	72		72	35		40	39		40	54		56
	1978	80		77	43		43	41		45	59		58
	1979	78		77	41		51	41		48	58		62
	1980	82	82	82	50	55	55	46	49	56	63	65	67
	1981	91	88	89	55	59	54	65	69	67	71	72	71
	1982	90	88	92	57	68	71	65	69	74	72	77	81
3	1978	82	84	77	33	53	33	40	47	44	57	67	55
	1979	76	83	70	39	52	28	40	50	34	56	65	47
	1980	77	81	78	38	48	47	43	50	55	56	64	62
	1981	83	90	85	42	56	51	49	62	64	61	72	68
	1982	86	93	91	52	71	63	63	78	77	68	82	77
4	1976	67	66	58	23	21	17	36	39	33	46	46	39
	1978	77	77	67	23	32	21	39	42	35	51	55	45
	1979	78	80	74	27	34	27	37	48	41	52	58	51
	1980	80	83	80	36	42	38	46	58	57	56	62	59
	1981	85	88	82	45	50	47	55	65	65	64	69	66
	1982	88	94	88	51	65	53	57	73	64	67	79	70
5	1978	77	75	61	21	25	16	43	47	31	50	52	39
	1979	78	78	70	25	31	20	42	54	44	53	57	47
	1980	78	82	79	25	36	35	40	56	57	51	60	58
	1981	83	89	83	37	51	42	54	70	61	60	71	63
	1982	82	89	81	42	59	47	53	70	65	61	73	65
6	1976	70	66	62	22	21	13	34	37	27	49	46	41
	1979	76	71	68	24	25	25	43	45	51	50	49	48
	1980	79	82	79	30	32	35	52	52	62	56	58	59
	1981	87	89	85	38	44	40	52	56	62	62	66	64
	1982	87	90	86	43	53	49	59	74	75	65	73	70
7	1978	75		67	20		14	38		34	47		41
	1979	74	70	66	19	20	16	43	47	41	49	48	43
	1980	79	77	76	22	26	27	41	52	52	51	54	54
	1981	85	84	81	33	34	30	50	56	55	59	60	57
	1982	83	85	82	35	39	34	50	54	54	58	61	59
8	1976	76	72	68	15	19	10	44	45	35	56	55	49
	1978	76		64	18		10	43		26	52		40
	1979	76	65	69	20	17	11	46	40	33	54	46	45
	1980	82	78	77	29	25	30	53	49	58	58	54	58
	1981	86	82	83	31	33	32	55	55	61	60	59	60
	1982	88	85	84	39	39	34	52	56	63	64	64	63
9	1980	76	70	74	33	38	28	49	52	48	56	56	53
	1981	81	78	80	38	44	36	56	55	59	59	61	58
	1982	78	79	76	43	50	44	57	59	62	60	64	60
10	1980	80	76	77	32	38	31	53	50	53	59	58	57
	1981	79	74	77	37	39	35	56	53	58	60	58	59
	1982	83	79	81	40	44	40	51	58	59	60	61	60
11	1980	75	74	72	31	33	26	38	42	30	57	57	53
	1981	80	76	77	36	38	31	57	53	47	61	59	57
	1982	76	74	74	35	39	31	44	51	46	56	58	54

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2. LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.20

QUASI-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

SOUTHEAST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	36		50	22		33	20		33	30		43
	1979	41		62	32		45	34		51	37		55
	1980	47	43	51	34	37	36	26	28	35	40	39	44
	1981	52	52	56	44	46	46	44	45	44	48	49	51
	1982	56	59	60	41	51	39	50	54	50	49	55	51
2	1976	32		44	15		19	18		22	25		33
	1978	31		41	10		19	9		19	20		30
	1979	37		50	20		29	22		37	29		41
	1980	45	45	55	23	35	29	23	35	34	34	40	44
	1981	51	50	58	37	47	37	31	35	39	44	48	48
	1982	54	52	64	38	57	45	41	51	51	47	54	55
3	1978	31	54	33	8	33	11	13	40	15	21	45	24
	1979	41	52	41	19	34	20	19	43	28	30	44	31
	1980	42	52	51	18	32	25	25	41	27	31	43	38
	1981	47	65	58	20	42	33	27	57	44	35	56	48
	1982	45	68	63	30	49	39	24	57	46	37	59	52
4	1976	28	30	28	9	15	9	7	20	8	19	23	19
	1978	30	33	28	7	15	9	10	20	16	19	25	20
	1979	41	47	46	13	26	18	17	33	27	28	38	33
	1980	40	54	43	17	29	19	28	34	26	30	42	32
	1981	45	54	47	22	35	24	22	41	26	33	45	35
	1982	46	62	51	18	37	25	25	42	38	33	50	39
5	1978	30	30	26	8	10	6	10	15	11	19	21	17
	1979	36	45	35	12	20	12	17	24	15	25	33	24
	1980	36	47	42	14	25	21	16	32	31	26	37	33
	1981	38	55	50	15	30	24	20	36	32	27	43	38
	1982	44	62	52	21	38	29	20	42	32	32	50	40
6	1976	34	27	26	8	8	4	17	18	13	23	19	17
	1979	33	34	34	9	17	9	12	18	16	2[illegible]	26	23
	1980	39	41	41	13	17	16	21	25	22	27	29	29
	1981	45	47	45	18	23	20	20	25	32	31	35	34
	1982	47	54	48	20	30	21	27	36	30	34	42	35
7	1978	31		28	6		5	13		8	19		16
	1979	31	31	33	7	8	8	11	13	13	19	20	20
	1980	32	36	36	11	15	12	13	17	17	21	25	24
	1981	35	43	41	15	19	17	18	23	21	25	31	29
	1982	40	46	41	17	24	20	21	29	28	28	35	30
8	1976	29	29	25	2	6	4	13	17	14	18	20	16
	1978	31		27	6		5	15		15	19		17
	1979	32	32	32	6	9	6	18	20	17	20	21	20
	1980	38	40	39	9	12	12	21	19	17	24	26	26
	1981	42	41	40	14	20	15	28	23	28	28	30	28
	1982	41	48	44	17	24	20	22	28	26	29	35	32
9	1980	34	33	33	6	10	7	22	25	20	21	23	21
	1981	36	32	36	6	8	6	14	19	13	21	20	21
	1982	36	35	37	8	15	10	12	20	13	22	25	24
10	1980	34	31	27	6	9	3	23	23	15	22	22	17
	1981	37	35	29	6	11	5	16	18	12	22	23	17
	1982	39	40	36	8	13	7	21	21	16	23	26	21
11	1980	34	33	35	7	6	3	19	20	22	22	21	22
	1981	35	27	32	7	7	5	27	21	20	22	18	20
	1982	38	37	35	5	7	7	18	22	18	21	21	20

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.21

QUASI-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

SOUTHEAST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	63		66	56		47	47		57	60		59
	1979	71		73	66		57	69		63	69		66
	1980	66	57	63	55	50	48	45	42	48	60	53	56
	1981	70	66	67	65	63	61	70	62	60	69	64	64
	1982	75	71	72	66	66	56	71	71	64	72	69	65
2	1976	60		62	36		36	38		46	49		51
	1978	67		66	41		43	42		41	55		55
	1979	63		68	47		46	56		59	56		59
	1980	68	70	72	49	55	51	51	54	51	59	63	63
	1981	76	74	79	66	72	55	61	66	61	71	73	68
	1982	78	78	80	71	80	68	74	76	74	75	79	75
3	1978	65	75	63	39	53	31	51	62	38	55	66	49
	1979	66	72	58	43	54	35	44	61	41	55	64	47
	1980	62	68	67	40	49	42	48	55	45	52	60	55
	1981	69	79	75	44	60	53	64	72	66	59	71	66
	1982	75	83	82	60	70	65	59	75	67	67	78	74
4	1976	54	49	49	30	30	21	32	30	27	43	40	36
	1978	62	61	49	26	36	23	39	48	34	46	50	38
	1979	69	71	64	43	51	36	44	56	40	57	62	51
	1980	65	72	65	39	51	38	45	62	47	53	63	53
	1981	72	77	72	46	57	48	54	71	53	60	68	60
	1982	74	82	76	47	63	51	62	76	66	62	74	65
5	1978	63	58	50	30	35	18	36	40	27	48	47	35
	1979	68	72	60	34	44	28	43	61	40	52	60	46
	1980	61	69	64	38	48	39	39	53	51	50	59	53
	1981	68	75	70	39	52	42	47	58	58	54	64	58
	1982	72	80	71	47	63	51	47	73	56	59	73	61
6	1976	62	51	50	26	24	16	37	39	31	46	40	36
	1979	65	60	58	34	39	26	46	43	38	51	50	44
	1980	65	66	64	35	39	29	46	51	46	51	54	48
	1981	70	73	68	46	53	43	49	59	56	58	64	57
	1982	74	79	74	47	56	43	54	64	63	61	68	60
7	1978	60		53	24		19	41		28	43		37
	1979	58	53	52	25	29	19	34	35	30	42	41	36
	1980	63	59	64	35	34	30	39	42	48	48	47	48
	1981	67	67	67	42	43	40	51	56	50	54	55	54
	1982	70	72	70	46	51	46	55	56	55	57	61	58
8	1976	55	50	45	17	19	13	33	38	30	39	37	32
	1978	63		50	25		16	39		32	44		34
	1979	63	54	51	26	26	19	45	45	33	46	41	36
	1980	70	61	62	35	33	30	52	42	41	53	48	46
	1981	76	67	69	46	45	41	58	49	57	61	56	56
	1982	76	72	71	48	48	46	55	61	54	62	61	59
9	1980	58	50	52	21	25	18	35	36	35	41	39	37
	1981	57	49	54	20	22	18	35	32	39	39	36	36
	1982	60	53	56	25	32	26	31	37	42	42	42	41
10	1980	59	49	51	17	19	10	40	32	41	41	36	34
	1981	60	50	54	15	20	17	35	42	33	38	36	36
	1982	59	54	59	21	24	20	39	39	33	40	39	39
11	1980	53	44	49	13	16	11	25	31	31	36	32	33
	1981	56	45	50	14	20	12	40	38	34	38	34	33
	1982	62	51	55	16	18	14	29	32	32	37	34	33

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.22

QUASI-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

SOUTHWEST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	38		54	32		43	23		40	31		46
	1979	48		66	43		55	30		55	40		58
	1980	53	51	63	44	46	44	29	27	42	41	40	48
	1981	60	57	69	54	53	51	49	46	57	54	52	58
	1982	66	68	76	52	61	52	51	49	58	55	58	60
2	1976	37		44	23		26	16		24	27		32
	1978	37		52	15		24	12		27	21		34
	1979	43		55	23		35	15		32	26		40
	1980	50	47	61	44	54	43	24	29	37	39	43	46
	1981	57	50	64	53	61	53	32	38	46	46	50	53
	1982	61	61	74	49	60	58	42	50	58	49	56	61
3	1978	38	55	36	16	51	15	14	37	16	23	48	23
	1979	45	57	47	22	45	23	15	31	24	27	45	31
	1980	45	57	55	30	43	35	18	33	29	30	44	38
	1981	41	59	49	35	61	41	25	47	37	33	56	42
	1982	46	66	65	36	68	54	27	61	49	35	65	54
4	1976	34	37	31	12	16	11	9	17	10	19	24	18
	1978	36	39	35	14	24	17	8	17	12	20	27	22
	1979	43	52	43	17	34	24	14	27	18	24	38	28
	1980	50	56	48	25	35	30	20	29	26	31	39	34
	1981	54	61	52	31	50	37	26	43	31	35	50	38
	1982	50	64	56	35	57	45	27	48	39	36	55	45
5	1978	37	35	29	13	19	8	10	13	7	20	22	14
	1979	42	43	37	22	31	18	11	19	14	25	31	23
	1980	46	57	48	22	39	30	17	30	27	27	42	34
	1981	55	66	59	32	50	42	23	40	33	35	51	44
	1982	54	67	58	33	57	46	27	48	38	35	56	46
6	1976	40	35	30	13	14	12	9	11	7	23	22	18
	1979	40	41	39	14	23	16	12	18	13	22	27	22
	1980	47	47	43	23	30	27	15	19	20	28	31	30
	1981	57	63	56	36	45	37	26	33	30	39	46	40
	1982	59	66	60	37	48	40	27	40	35	39	50	43
7	1978	37		34	13		12	10		9	19		17
	1979	38	34	38	14	20	16	10	14	10	20	22	20
	1980	40	48	42	17	25	19	13	17	15	22	29	24
	1981	42	49	43	21	31	25	13	21	17	24	32	26
	1982	49	57	51	25	40	32	18	28	24	28	40	33
8	1976	35	32	31	9	9	7	7	11	7	19	19	17
	1978	38		31	12		8	9		10	19		15
	1979	44	38	43	15	17	16	11	10	14	22	22	24
	1980	46	46	44	22	27	22	14	17	14	26	29	25
	1981	51	50	47	22	31	23	17	21	19	28	33	28
	1982	50	52	49	24	33	26	15	22	20	27	34	30
9	1980	39	42	40	12	17	12	9	13	10	18	23	19
	1981	42	49	40	14	25	14	12	17	14	19	27	19
	1982	43	46	43	13	27	13	16	19	19	20	29	21
10	1980	46	47	38	13	16	8	18	22	13	24	27	18
	1981	51	52	43	18	25	13	16	25	16	26	32	21
	1982	56	56	43	17	30	12	20	27	14	25	34	19
11	1980	41	47	38	11	13	10	17	18	13	23	26	20
	1981	51	54	41	13	15	9	20	27	16	25	27	19
	1982	51	52	44	15	21	14	16	19	20	24	28	23

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.23

QUASI-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

SOUTHWEST SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978	67		67	62		60	55		54	62		60
	1979	73		76	70		66	61		67	67		69
	1980	71	66	75	61	60	58	50	42	56	59	54	61
	1981	78	71	79	73	66	64	70	59	70	73	65	70
	1982	82	78	83	74	72	66	73	64	73	76	70	72
2	1976	62		64	51		47	43		43	53		52
	1978	69		72	54		47	44		50	56		57
	1979	66		71	56		52	36		52	52		57
	1980	71	71	77	70	76	63	50	53	57	63	66	65
	1981	76	75	82	76	81	73	60	63	66	70	73	73
	1982	81	83	86	78	83	79	71	77	77	76	81	80
3	1978	71	73	65	54	71	40	43	53	40	56	66	48
	1979	69	76	62	52	68	41	41	54	39	54	66	47
	1980	68	74	69	55	61	55	39	50	48	53	61	56
	1981	67	75	70	63	77	62	52	65	58	60	72	63
	1982	69	83	82	70	84	74	61	80	71	66	82	75
4	1976	60	58	52	37	34	26	29	35	25	43	43	36
	1978	65	68	59	41	53	35	31	45	28	46	56	41
	1979	72	72	61	45	58	42	39	48	35	52	60	46
	1980	72	77	72	52	62	53	47	55	49	56	64	57
	1981	75	83	73	60	75	62	55	68	56	62	74	63
	1982	74	81	75	68	82	71	60	77	67	66	80	70
5	1978	70	69	53	41	50	23	30	38	20	47	53	32
	1979	69	68	59	46	54	38	35	48	31	50	57	43
	1980	71	75	68	51	63	52	42	55	47	54	64	55
	1981	77	85	77	62	75	63	50	67	54	62	75	64
	1982	76	84	78	64	80	68	55	71	62	63	77	68
6	1976	67	57	54	41	36	29	34	34	23	49	44	37
	1979	72	67	63	43	50	39	36	37	33	50	51	45
	1980	73	70	69	51	57	46	41	45	45	54	57	53
	1981	80	83	78	63	72	64	55	62	58	65	72	66
	1982	86	86	83	68	79	69	60	71	64	70	78	71
7	1978	65		58	36		33	30		24	43		37
	1979	62	62	60	40	47	38	29	34	27	42	47	40
	1980	73	71	69	47	52	47	36	40	37	51	54	50
	1981	72	71	72	54	61	51	42	49	42	54	59	53
	1982	78	77	76	61	66	58	50	56	52	61	65	60
8	1976	63	59	53	27	31	20	28	34	24	41	42	34
	1978	68		55	39		24	32		23	46		33
	1979	67	58	61	43	41	34	32	31	28	47	43	41
	1980	77	71	68	54	51	48	40	41	35	56	53	49
	1981	81	75	74	61	58	51	51	48	45	64	60	55
	1982	77	75	73	60	63	52	48	53	50	60	63	56
9	1980	62	58	58	31	35	24	28	30	25	38	40	34
	1981	67	61	58	33	47	29	35	35	29	41	46	35
	1982	64	63	59	31	48	29	37	41	37	39	49	37
10	1980	68	60	59	28	29	23	35	37	29	41	40	35
	1981	70	67	66	37	39	32	33	41	35	44	46	41
	1982	71	68	64	35	44	32	39	40	38	43	47	40
11	1980	63	61	55	23	23	21	34	37	30	39	39	35
	1981	69	65	59	28	29	19	35	41	30	41	41	32
	1982	67	62	64	33	33	30	30	37	33	40	41	38

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

QUASI-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

EAST OAK CLIFF SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978				35		47				34		47
	1979				35		51				35		51
	1980				38	41	41				39	40	41
	1981				50	53	53				50	52	53
	1982				50	58	53				49	57	53
2	1976				15		18				14		18
	1978				15		25				15		25
	1979				22		35				22		35
	1980				30	38	36				30	36	36
	1981				39	45	44				38	44	44
	1982				42	53	55				41	52	55
3	1978				12	40	14				12	40	14
	1979				18	38	20				18	38	20
	1980				23	36	30				23	36	29
	1981				26	47	38				26	46	38
	1982				35	60	51				34	59	50
4	1976				9	13	8				9	13	8
	1978				12	21	13				12	20	13
	1979				12	23	16				12	23	16
	1980				21	30	22				21	29	22
	1981				25	38	30				25	38	30
	1982				30	45	36				30	45	36
5	1978				12	17	8				12	17	8
	1979				12	20	12				12	19	12
	1980				15	30	21				15	29	21
	1981				19	34	26				19	34	26
	1982				26	45	35				26	45	35
6	1976				8	10	4				8	11	4
	1979				11	19	10				11	19	11
	1980				19	20	17				18	20	18
	1981				23	29	24				23	29	24
	1982				29	35	29				29	35	29
7	1978				9		8				11		10
	1979				11	13	9				13	15	10
	1980				13	18	13				14	20	14
	1981				15	21	16				16	22	17
	1982				16	26	20				17	28	21
8	1976				5	7	3				5	8	4
	1978				7		5				8		6
	1979				10	12	8				10	12	9
	1980				14	18	10				16	19	12
	1981				15	23	14				17	25	16
	1982				17	26	18				18	27	19
9	1980				4	8	3				4	8	4
	1981				5	8	6				5	8	6
	1982				7	14	12				7	14	12
10	1980				5	9	3				5	9	3
	1981				5	12	4				6	12	5
	1982				7	14	6				7	14	6
11	1980				6	6	5				6	6	5
	1981				6	9	5				6	9	5
	1982				7	9	8				8	10	8

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.25

QUASI-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

EAST OAK CLIFF SUBDISTRICT

		WHITE			BLACK			HISPANIC			ALL RACES		
GRADE	YEAR	R	L	M	R	L	M	R	L	M	R	L	M
1	1978				66		60				65		59
	1979				67		61				66		61
	1980				62	54	53				61	54	53
	1981				72	66	67				72	66	66
	1982				73	69	67				72	69	67
2	1976				38		36				38		36
	1978				47		46				47		47
	1979				49		53				49		53
	1980				54	60	56				53	59	56
	1981				64	67	64				63	66	64
	1982				71	76	75				71	75	76
3	1978				41	58	36				41	58	36
	1979				45	58	34				44	58	34
	1980				43	52	47				43	52	47
	1981				50	62	56				49	61	56
	1982				63	77	71				62	77	70
4	1976				30	30	23				30	30	23
	1978				38	48	32				38	47	32
	1979				36	45	31				36	45	31
	1980				45	52	42				44	52	42
	1981				49	62	50				49	61	50
	1982				57	69	60				56	69	60
5	1978				38	43	23				38	43	23
	1979				36	45	29				36	44	29
	1980				39	51	41				39	50	40
	1981				45	57	46				45	57	45
	1982				53	69	57				53	69	57
6	1976				28	28	17				29	28	18
	1979				35	40	27				35	40	27
	1980				41	44	39				41	44	39
	1981				49	55	46				49	55	46
	1982				54	62	51				54	61	51
7	1978				26		22				26		22
	1979				32	34	21				34	35	23
	1980				37	40	34				39	41	35
	1981				42	44	38				42	45	39
	1982				46	52	43				47	52	44
8	1976				20	24	15				21	24	16
	1978				26		16				27		17
	1979				29	29	18				30	30	19
	1980				39	39	30				41	41	32
	1981				50	48	36				51	49	38
	1982				48	51	41				49	52	42
9	1980				17	23	10				17	23	10
	1981				18	25	16				18	25	16
	1982				22	31	28				22	31	28
10	1980				16	21	12				16	21	12
	1981				16	23	15				16	23	15
	1982				18	25	20				19	25	20
11	1980				12	16	10				12	15	10
	1981				16	19	13				16	19	13
	1982				16	21	16				17	21	17

NOTE. R = READING. M = MATHEMATICS. L = SPELLING IN GRADES 1-2, LANGUAGE ARTS IN GRADES 3-8, AND WRITTEN EXPRESSION IN GRADES 9-11.

Table A.26

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
NATIONAL NORMS

NORTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	67	82	70	55					83	88	76	55
	2- 6	51	74	66	48					67	78	67	58
	3- 7	69	72	56	53	67	78	74	60	68	80	68	54
	4- 8	70	74	70	49	74	78	67	53	69	78	63	51
1979-82	1- 4	67	76	55	68					86	80	80	72
	2- 5	66	80	54	60					81	86	75	63
	3- 6	74	74	67	63	85	81	78	69	80	78	71	66
	4- 7	72	72	62	57	76	78	68	65	80	78	68	61
	5- 8	70	74	64	56	77	78	65	59	80	76	63	60
1980-82	1- 3	77	69	63	52	79	87	55	71	83	83	66	68
	2- 4	74	76	63	64	70	84	59	70	78	80	63	66
	3- 5	76	78	64	60	83	85	74	65	80	84	71	63
	4- 6	68	74	68	63	77	79	66	67	74	78	66	63
	5- 7	71	72	56	57	76	77	69	65	80	78	60	59
	6- 8	70	74	62	60	73	77	64	59	76	76	68	57
	9-11	69	73	51	65	70	72	52	63	69	68	50	56
1981-82	1- 2	81	78	70	60	79	70	71	59	86	81	76	67
	2- 3	74	64	66	53	70	85	59	72	81	80	67	64
	3- 4	76	76	56	57	85	84	74	64	82	80	68	60
	4- 5	76	78	70	55	84	83	67	57	82	84	63	55
	5- 6	75	74	62	48	79	79	70	56	78	78	66	58
	6- 7	73	72	65	53	76	75	67	60	78	76	61	54
	7- 8	68	73	53	49	77	76	62	53	76	76	57	51
	9-10	69	71	48	58	65	75	46	62	66	68	50	48
	10-11	74	73	58	65	79	72	56	63	71	65	52	58
BLACK STUDENTS													
1978-82	1- 5	43	22	47	17					44	31	38	23
	2- 6	25	18	34	15					27	22	41	16
	3- 7	21	16	26	8	38	22	44	9	20	18	35	7
	4- 8	15	19	19	13	20	23	31	13	6	20	28	13
1979-82	1- 4	43	27	35	15					61	34	44	25
	2- 5	29	22	22	18					31	31	27	26
	3- 6	24	18	24	23	41	26	38	29	23	24	20	28
	4- 7	17	18	13	9	20	24	12	10	16	20	6	9
	5- 8	18	19	10	13	21	23	16	13	16	22	6	13
1980-82	1- 3	35	34	27	26	31	54	26	45	38	47	33	43
	2- 4	32	28	31	13	40	42	40	20	36	34	31	19
	3- 5	26	22	19	18	35	42	21	34	31	34	23	26
	4- 6	15	20	23	18	21	30	26	21	19	24	22	23
	5- 7	15	18	18	5	21	24	24	9	18	20	13	6
	6- 8	18	19	8	13	23	23	10	13	17	22	7	13
	9-11	14	15	9	11	20	20	13	18	15	19	10	13
1981-82	1- 2	47	41	47	34	46	53	41	47	50	45	38	45
	2- 3	44	34	34	21	47	54	36	38	54	47	41	35
	3- 4	32	27	26	13	49	39	44	18	43	34	35	22
	4- 5	27	22	19	17	35	40	31	22	28	31	28	23
	5- 6	18	19	20	15	30	30	31	16	26	24	21	16
	6- 7	19	16	18	8	23	24	24	9	20	18	16	7
	7- 8	16	19	9	13	21	22	7	13	18	22	12	13
	9-10	15	13	6	12	20	23	12	17	20	24	10	12
	10-11	13	15	8	13	23	18	14	20	18	19	12	16

Table A.26 (continued)

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
NATIONAL NORMS

NORTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
						HISPANIC STUDENTS							
1978-82	1- 5	35	31	31	15					50	50	36	31
	2- 6	29	35	34	20					31	41	45	29
	3- 7	26	26	26	4	38	35	42	7	31	30	39	8
	4- 8	21	29	27	11	26	34	37	9	13	31	25	14
1979-82	1- 4	43	36	35	27					56	50	27	34
	2- 5	29	31	19	21					45	50	31	39
	3- 6	37	35	34	30	46	44	41	31	47	41	35	31
	4- 7	21	26	18	11	28	34	26	14	25	30	19	18
	5- 8	23	29	18	13	34	31	24	14	26	31	16	19
1980-82	1- 3	39	39	27	34	41	63	26	59	44	58	27	54
	2- 4	32	36	15	26	36	53	14	33	45	47	18	34
	3- 5	29	31	19	18	41	50	16	36	43	50	20	37
	4- 6	27	35	21	23	35	44	35	31	34	41	30	29
	5- 7	22	26	14	9	34	35	19	10	31	32	18	11
	6- 8	23	28	14	14	32	32	19	15	34	31	20	17
	9-11	27	27	16	23	34	32	18	33	28	28	17	32
1981-82	1- 2	47	44	31	34	46	47	31	43	50	45	36	45
	2- 3	48	42	34	29	53	63	40	54	54	58	45	54
	3- 4	39	43	26	19	63	62	42	24	54	54	39	25
	4- 5	32	31	27	15	49	52	37	34	41	50	25	31
	5- 6	25	36	18	20	45	44	24	28	39	41	26	29
	6- 7	31	29	21	4	38	35	26	7	38	32	26	8
	7- 8	23	28	13	11	32	31	21	9	28	31	12	14
	9-10	20	22	11	20	26	29	13	23	25	27	12	18
	10-11	32	27	19	27	39	32	23	30	31	28	17	28
						ALL RACES							
1978-82	1- 5	43	37	63	25					56	50	61	39
	2- 6	34	40	48	31					41	43	59	34
	3- 7	34	31	45	16	52	41	65	19	35	36	58	22
	4- 8	29	37	45	23	35	40	53	20	19	36	44	23
1979-82	1- 4	47	39	43	36					66	47	56	44
	2- 5	34	37	44	33					50	50	54	45
	3- 6	39	40	48	44	56	49	61	46	47	43	51	48
	4- 7	29	31	41	23	39	41	51	28	31	38	44	32
	5- 8	33	37	37	29	40	42	46	30	34	39	39	33
1980-82	1- 3	43	42	35	34	46	65	31	59	50	61	38	54
	2- 4	44	43	34	31	47	58	40	44	50	50	41	41
	3- 5	37	37	42	31	51	55	56	48	47	50	54	45
	4- 6	31	40	45	40	42	51	51	42	38	46	47	46
	5- 7	27	31	33	22	40	42	50	24	39	38	42	30
	6- 8	35	36	38	30	39	40	42	27	41	38	41	34
	9-11	39	42	20	47	44	41	23	44	39	38	23	38
1981-82	1- 2	55	48	63	41	55	59	55	47	56	54	61	50
	2- 3	54	42	48	32	59	65	47	52	63	61	59	51
	3- 4	45	45	45	25	65	62	65	33	58	54	58	31
	4- 5	39	37	45	25	53	55	53	42	44	50	44	39
	5- 6	33	44	33	31	50	51	50	34	45	46	39	34
	6- 7	37	32	48	16	42	41	51	19	43	38	46	22
	7- 8	32	37	30	23	38	42	36	20	38	39	30	23
	9-10	31	32	20	25	40	43	20	32	39	37	20	27
	10-11	42	42	21	44	50	41	29	44	40	38	27	38

Table A.27

COHORT-LONGITUDINAL MEDIAN ACHIEVEMENT TRENDS 1981-82
NATIONAL NORMS

NORTHWEST SUBDISTRICT

	READING		LANGUAGE		MATHEMATICS	
GRADES	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981
			WHITE STUDENTS			
1- 2	AA	-	AH	--	AA	--
2- 3	AH	---	AA	+++	AA	0
3- 4	AH	0	AA	0	AA	0
4- 5	AA	0	AA	0	AA	0
5- 6	AH	0	AA	0	AA	0
6- 7	AH	0	AH	0	AH	0
7- 8	AH	+	AH	0	AH	0
9-10	AH	0	AH	+++	AH	0
10-11	AH	0	AH	--	AH	-
			BLACK STUDENTS			
1- 2	AM	-	AM	++	AM	-
2- 3	AL	---	AM	++	AM	--
3- 4	AL	-	AL	---	AL	--
4- 5	BA	--	AM	+	AL	0
5- 6	BA	0	AL	0	AL	0
6- 7	BA	-	AL	0	BA	0
7- 8	BA	+	BA	0	BA	+
9-10	BA	0	AL	0	AL	+
10-11	BA	0	BA	--	BA	0
			HISPANIC STUDENTS			
1- 2	AM	0	AM	0	AM	-
2- 3	AM	-	AH	+++	AM	+
3- 4	AM	+	AH	0	AM	0
4- 5	AL	0	AM	0	AM	++
5- 6	AL	+++	AM	0	AM	0
6- 7	AL	0	AL	0	AL	-
7- 8	AL	+	AL	0	AL	0
9-10	BA	0	AL	0	AL	0
10-11	AL	-	AL	--	AL	0
			ALL RACES			
1- 2	AM	--	AM	+	AM	0
2- 3	AM	---	AH	+	AH	0
3- 4	AM	0	AH	0	AM	-
4- 5	AL	0	AM	0	AM	+
5- 6	AM	+++	AM	0	AM	0
6- 7	AL	-	AM	0	AL	-
7- 8	AL	+	AM	+	AL	0
9-10	AL	0	AM	0	AL	0
10-11	AM	0	AM	--	AL	0

NOTE. SEE TABLE 1 FOR LEGEND.

Table A.28

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
LARGE-CITY NORMS

NORTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	79	94	81	83					89	95	85	79
	2- 6	72	93	83	78					83	92	83	81
	3- 7	86	93	78	83	81	92	86	83	84	94	84	80
	4- 8	89	93	89	84	87	91	84	78	87	92	83	77
1979-82	1- 4	79	92	71	88					91	91	87	88
	2- 5	83	94	74	86					90	94	87	85
	3- 6	88	93	85	88	92	92	88	87	91	92	86	86
	4- 7	90	93	84	85	88	92	84	86	91	93	86	84
	5- 8	90	93	88	87	89	91	83	82	92	91	85	83
1980-82	1- 3	85	86	77	75	88	93	68	84	89	92	79	84
	2- 4	87	92	81	86	82	92	74	85	89	91	80	85
	3- 5	89	93	83	86	91	93	86	83	91	94	86	85
	4- 6	88	93	88	88	89	91	83	85	89	92	85	85
	5- 7	91	93	83	85	89	91	85	86	92	93	83	83
	6- 8	92	93	87	88	89	91	84	82	91	91	87	81
	9-11	84	79	72	74	85	81	71	74	84	79	70	70
1981-82	1- 2	89	90	81	79	88	82	82	74	91	30	85	83
	2- 3	87	83	83	76	82	92	74	85	90	91	83	82
	3- 4	89	92	78	82	92	92	86	82	92	91	84	81
	4- 5	92	93	89	83	92	92	84	79	92	94	83	79
	5- 6	92	93	87	78	90	91	86	79	92	92	86	81
	6- 7	93	93	89	83	90	91	85	83	92	92	83	80
	7- 8	92	93	83	84	91	91	84	78	92	91	81	77
	9-10	84	82	69	73	81	85	64	75	82	81	70	66
	10-11	84	79	73	74	88	81	70	74	83	77	70	71
BLACK STUDENTS													
1978-82	1- 5	60	46	64	38					63	56	56	45
	2- 6	44	39	56	34					46	45	63	35
	3- 7	41	39	48	21	58	43	63	18	37	39	58	20
	4- 8	33	45	39	35	37	47	53	27	14	43	51	30
1979-82	1- 4	60	52	51	33					76	59	63	47
	2- 5	48	46	40	39					52	56	46	49
	3- 6	45	39	45	49	61	49	58	53	43	48	37	53
	4- 7	36	41	30	23	37	45	25	20	34	41	14	26
	5- 8	40	45	23	35	39	47	30	27	35	45	18	30
1980-82	1- 3	51	58	42	48	49	73	44	65	56	69	47	66
	2- 4	52	54	50	30	59	65	59	37	58	59	52	39
	3- 5	48	46	37	40	55	66	38	58	53	59	43	49
	4- 6	33	44	46	39	39	54	47	41	39	48	43	47
	5- 7	35	41	39	16	39	45	45	18	38	41	31	19
	6- 8	39	45	19	35	44	47	20	27	37	45	21	30
	9-11	29	26	20	19	31	29	20	27	27	30	19	22
1981-82	1- 2	64	63	64	56	62	70	58	65	68	67	56	67
	2- 3	66	58	56	41	65	73	55	58	74	69	63	58
	3- 4	55	52	48	30	68	63	63	34	66	59	58	43
	4- 5	52	46	39	38	58	64	53	42	51	56	51	45
	5- 6	40	42	43	34	53	54	55	31	49	48	42	35
	6- 7	42	39	39	21	44	45	46	18	41	39	35	20
	7- 8	39	45	23	35	41	45	14	27	39	45	31	30
	9-10	30	25	15	23	31	32	19	24	36	39	19	21
	10-11	25	26	17	24	32	27	20	29	29	30	21	26

Table A.28 (continued)

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
LARGE-CITY NORMS

NORTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	51	60	46	35					68	75	52	56
	2- 6	48	65	56	44					52	67	67	54
	3- 7	48	55	48	13	58	62	62	14	53	55	62	23
	4- 8	43	61	52	31	47	61	61	19	30	58	47	33
1979-82	1- 4	60	63	51	52					72	74	37	59
	2- 5	48	60	35	45					67	75	52	65
	3- 6	61	65	58	58	66	70	61	55	69	67	58	57
	4- 7	43	55	38	28	50	60	47	26	47	55	39	39
	5- 8	49	61	40	35	58	58	45	29	49	58	35	40
1980-82	1- 3	56	64	42	58	58	79	44	77	63	78	37	75
	2- 4	52	63	30	51	55	75	26	55	67	71	32	59
	3- 5	51	60	37	40	61	73	31	60	66	75	37	62
	4- 6	52	65	43	49	58	70	58	55	59	67	53	54
	5- 7	46	55	32	22	58	61	36	20	56	57	38	28
	6- 8	49	59	32	37	59	60	38	31	59	58	41	37
	9-11	48	42	32	37	50	45	27	47	47	43	30	48
1981-82	1- 2	64	66	46	56	62	65	49	62	68	67	52	67
	2- 3	69	67	56	51	70	79	59	73	74	78	67	75
	3- 4	64	71	48	39	79	80	62	44	75	77	62	47
	4- 5	60	60	52	35	71	74	61	58	65	75	47	56
	5- 6	52	67	40	44	69	70	45	52	65	67	49	54
	6- 7	60	59	46	13	63	62	49	14	65	57	51	23
	7- 8	50	59	32	31	58	58	41	19	52	58	31	33
	9-10	39	38	24	35	39	41	20	32	43	43	23	29
	10-11	51	42	34	42	54	45	32	43	48	43	27	43
ALL RACES													
1978-82	1- 5	60	67	77	52					72	75	76	65
	2- 6	56	72	69	59					63	70	77	59
	3- 7	58	61	70	39	71	68	81	36	58	62	78	44
	4- 8	55	73	73	51	58	68	75	41	39	65	68	48
1979-82	1- 4	64	66	60	63					79	71	72	68
	2- 5	56	67	66	62					71	75	74	71
	3- 6	64	72	72	75	75	74	78	71	69	70	72	74
	4- 7	55	61	69	50	63	68	73	52	55	64	68	57
	5- 8	62	73	67	61	64	70	70	56	59	67	65	62
1980-82	1- 3	60	67	51	58	62	81	49	77	68	80	56	75
	2- 4	66	71	56	58	65	78	59	67	71	74	63	65
	3- 5	61	67	67	60	71	77	75	71	69	75	75	71
	4- 6	58	72	73	72	65	75	73	69	62	72	71	72
	5- 7	54	61	62	48	64	70	73	45	65	64	68	55
	6- 8	65	72	70	64	64	68	69	53	67	66	67	63
	9-11	62	57	39	61	62	56	35	58	60	55	39	55
1981-82	1- 2	71	69	77	63	68	74	68	65	72	74	76	71
	2- 3	74	67	69	55	74	81	65	71	80	80	77	72
	3- 4	70	73	70	49	81	80	81	55	78	77	78	55
	4- 5	66	67	73	52	75	77	75	66	68	75	68	65
	5- 6	62	75	62	59	73	75	73	60	71	72	65	59
	6- 7	69	63	78	39	69	68	75	36	70	64	72	44
	7- 8	63	73	60	51	65	70	63	41	64	67	55	48
	9-10	52	51	39	42	58	58	31	45	60	55	36	43
	10-11	60	57	37	59	65	56	41	58	58	55	43	55

Table A.29

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
NATIONAL NORMS

NORTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	59	70	67	33					71	66	71	41
	2- 6	51	69	69	47					59	66	67	51
	3- 7	61	60	51	45	67	66	76	44	58	61	68	41
	4- 8	52	69	55	46	62	71	66	47	57	69	57	49
1979-82	1- 4	63	70	55	55					80	69	76	54
	2- 5	60	69	51	60					67	66	63	55
	3- 6	67	67	56	58	76	76	72	65	68	66	58	59
	4- 7	62	60	60	53	66	66	60	53	63	61	54	46
	5- 8	64	67	49	55	69	71	53	59	63	69	47	58
1980-82	1- 3	81	69	67	53	75	85	55	72	71	78	61	68
	2- 4	66	70	57	50	63	79	53	62	67	69	63	50
	3- 5	64	70	53	52	72	76	68	57	68	68	61	48
	4- 6	64	69	57	58	70	76	62	63	66	66	50	56
	5- 7	60	60	49	50	67	66	57	50	63	61	53	46
	6- 8	60	67	44	55	63	71	54	59	67	69	51	53
	9-11	60	59	39	48	62	63	40	44	63	56	42	50
1981-82	1- 2	77	74	67	60	75	70	64	53	71	75	71	71
	2- 3	78	69	69	48	70	83	63	72	75	78	67	64
	3- 4	64	70	51	50	80	79	76	58	75	69	68	44
	4- 5	71	71	55	33	76	76	66	54	63	66	57	41
	5- 6	68	67	63	47	76	75	65	57	66	63	60	51
	6- 7	65	60	63	45	68	66	60	44	63	61	59	41
	7- 8	58	67	45	46	66	71	44	47	63	69	38	49
	9-10	66	67	46	48	67	73	46	52	66	64	46	43
	10-11	64	59	51	40	65	63	50	41	64	56	46	46
BLACK STUDENTS													
1978-82	1- 5	43	20	39	11					44	26	33	11
	2- 6	29	19	34	11					27	26	31	14
	3- 7	19	16	21	7	38	20	27	9	16	14	27	5
	4- 8	13	16	31	6	18	20	31	9	4	17	28	11
1979-82	1- 4	47	29	39	19					56	34	33	22
	2- 5	29	20	22	13					36	26	31	23
	3- 6	29	20	21	13	41	32	31	24	23	24	20	19
	4- 7	13	16	13	10	20	21	16	11	9	14	6	9
	5- 8	13	16	10	8	19	19	8	7	8	17	6	10
1980-82	1- 3	47	34	35	21	46	54	31	44	50	43	27	35
	2- 4	34	29	24	15	40	42	26	26	41	34	36	19
	3- 5	26	20	16	13	35	38	32	22	31	26	27	18
	4- 6	21	20	11	11	28	32	14	18	22	29	13	14
	5- 7	13	16	9	9	19	21	10	11	16	14	9	8
	6- 8	13	16	8	8	18	19	9	6	14	17	7	8
	9-11	22	23	9	11	30	25	13	14	20	22	8	13
1981-82	1- 2	51	34	39	32	51	47	41	33	56	50	33	45
	2- 3	37	32	34	21	47	54	33	43	41	41	31	35
	3- 4	29	27	21	17	46	42	27	26	39	34	27	19
	4- 5	25	20	31	11	33	36	31	17	28	26	28	11
	5- 6	18	20	18	11	32	32	28	16	26	26	13	14
	6- 7	17	16	17	7	24	21	17	9	18	16	12	5
	7- 8	16	16	5	6	19	18	5	9	12	17	4	11
	9-10	24	24	10	12	30	29	11	21	25	27	8	17
	10-11	25	23	9	12	29	27	18	12	24	22	12	10

Table A.29 (continued)

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
NATIONAL NORMS

NORTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	35	33	35	14					44	48	38	23
	2- 6	32	36	34	10					36	54	41	41
	3- 7	21	26	18	6	30	34	27	12	23	30	31	20
	4- 8	23	32	30	8	24	36	30	5	16	38	31	16
1979-82	1- 4	43	39	27	17					61	44	27	25
	2- 5	29	33	24	20					36	48	27	31
	3- 6	29	35	16	18	41	48	24	32	35	54	16	31
	4- 7	17	26	13	14	31	34	19	16	22	32	13	24
	5- 8	23	28	17	12	32	34	23	19	25	34	15	25
1980-82	1- 3	43	39	31	29	41	68	19	49	47	58	22	47
	2- 4	37	39	22	14	40	58	16	27	45	44	31	25
	3- 5	26	31	19	20	38	52	23	26	39	48	31	27
	4- 6	27	34	16	23	39	47	31	28	41	50	19	41
	5- 7	20	26	20	12	32	34	24	12	31	30	31	24
	6- 8	30	28	21	11	32	34	16	16	38	35	22	22
	9-11	33	32	24	15	36	38	26	25	31	28	26	30
1981-82	1- 2	47	48	35	32	51	47	36	36	56	52	38	45
	2- 3	48	45	34	23	47	68	45	35	50	58	41	37
	3- 4	37	39	18	13	55	60	27	22	51	44	31	22
	4- 5	31	31	30	14	49	52	30	22	41	48	31	23
	5- 6	27	33	22	10	48	47	26	14	48	48	25	41
	6- 7	25	26	15	6	32	33	18	12	41	30	26	20
	7- 8	26	29	11	8	32	35	7	5	34	36	15	16
	9-10	36	31	20	21	40	43	25	26	39	40	20	27
	10-11	35	32	32	19	39	38	39	27	37	28	40	33
ALL RACES													
1978-82	1- 5	47	39	55	22					56	48	56	26
	2- 6	37	44	51	28					41	48	57	34
	3- 7	34	31	39	16	52	39	61	19	35	36	51	20
	4- 8	29	40	45	25	37	45	51	25	22	43	44	23
1979-82	1- 4	51	45	47	31					66	47	61	41
	2- 5	37	39	37	25					48	48	50	37
	3- 6	39	44	39	38	56	54	51	45	43	48	39	43
	4- 7	29	32	36	22	42	39	46	24	31	36	38	28
	5- 8	33	37	33	36	42	45	36	34	28	39	28	34
1980-82	1- 3	59	45	43	37	55	70	41	59	56	61	44	51
	2- 4	48	45	44	29	53	62	43	43	54	47	50	38
	3- 5	37	39	37	25	51	55	51	40	47	49	51	34
	4- 6	36	44	36	36	51	54	44	42	44	48	38	41
	5- 7	25	32	32	22	40	39	42	24	37	36	42	28
	6- 8	35	38	31	30	41	45	32	30	41	39	36	29
	9-11	39	40	26	32	44	44	30	33	39	38	25	34
1981-82	1- 2	63	54	55	37	61	59	51	40	66	59	56	54
	2- 3	54	48	51	29	59	72	47	51	59	61	57	47
	3- 4	42	45	39	27	68	64	61	35	58	50	51	28
	4- 5	43	41	45	22	53	55	51	32	44	50	44	26
	5- 6	39	44	41	28	55	56	52	36	50	48	47	34
	6- 7	36	34	38	16	44	41	42	19	43	38	46	20
	7- 8	34	40	22	25	42	45	21	25	40	43	20	23
	9-10	42	42	23	29	46	50	26	36	42	43	23	31
	10-11	42	40	32	21	47	44	32	27	43	38	37	28

Table A.30

COHORT-LONGITUDINAL MEDIAN ACHIEVEMENT TRENDS 1981-82
NATIONAL NORMS

NORTHEAST SUBDISTRICT

	READING		LANGUAGE		MATHEMATICS	
GRADES	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981
			WHITE STUDENTS			
1- 2	AH	0	AH	-	AH	+
2- 3	AH	--	AA	+++	AA	+
3- 4	AH	+	AA	0	AH	-
4- 5	AH	0	AH	0	AH	0
5- 6	AH	0	AH	0	AH	0
6- 7	AH	-	AH	0	AH	0
7- 8	AH	++	AH	+	AH	+
9-10	AH	0	AH	+	AH	0
10-11	AM	-	AH	0	AM	--
			BLACK STUDENTS			
1- 2	AL	---	AM	-	AM	-
2- 3	AL	-	AM	++	AM	0
3- 4	AL	0	AM	-	AL	-
4- 5	BA	--	AL	0	AL	0
5- 6	BA	0	AL	0	AL	0
6- 7	BA	0	BA	-	BA	0
7- 8	BA	0	BA	0	BA	++
9-10	AL	0	AL	0	AL	0
10-11	AL	0	AL	0	BA	0
			HISPANIC STUDENTS			
1- 2	AM	0	AM	-	AM	-
2- 3	AM	0	AH	+++	AM	++
3- 4	AL	0	AH	+	AM	--
4- 5	AL	0	AM	0	AM	++
5- 6	AL	+	AM	0	AM	0
6- 7	AL	0	AL	0	AL	---
7- 8	AL	0	AL	0	AL	0
9-10	AL	-	AM	0	AM	0
10-11	AL	0	AL	0	AL	--
			ALL RACES			
1- 2	AM	--	AM	0	AM	--
2- 3	AM	-	AH	+++	AH	0
3- 4	AM	0	AH	-	AM	--
4- 5	AM	0	AM	0	AM	+
5- 6	AM	+	AM	0	AM	0
6- 7	AL	0	AM	0	AL	-
7- 8	AM	+	AM	0	AM	0
9-10	AM	0	AM	+	AM	0
10-11	AM	0	AM	0	AL	-

NOTE. SEE TABLE 1 FOR LEGEND.

Table A.31

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
LARGE-CITY NORMS

NORTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	74	90	79	62					82	86	82	67
	2- 6	72	91	84	78					77	86	83	76
	3- 7	82	88	74	77	81	87	87	71	78	84	84	68
	4- 8	84	91	81	82	80	89	83	73	79	87	79	76
1979-82	1- 4	77	89	71	81					87	87	85	77
	2- 5	79	90	72	86					83	86	80	79
	3- 6	85	90	78	85	87	90	85	84	84	86	78	82
	4- 7	84	88	83	83	83	87	79	78	83	84	77	73
	5- 8	88	91	79	86	85	89	75	82	85	87	72	82
1980-82	1- 3	89	86	79	76	85	92	68	85	82	89	76	84
	2- 4	83	89	77	77	78	90	70	80	83	87	80	74
	3- 5	83	90	76	82	85	89	82	79	84	88	80	73
	4- 6	86	91	82	85	85	90	80	83	85	86	74	80
	5- 7	86	88	79	81	84	87	79	76	85	84	77	73
	6- 8	86	91	75	86	83	89	78	82	87	87	76	79
	9-11	78	70	62	62	79	74	58	58	80	70	64	65
1981-82	1- 2	85	87	79	79	85	82	77	70	82	87	82	85
	2- 3	90	86	84	72	82	91	78	85	87	89	83	82
	3- 4	83	89	74	77	89	90	87	78	88	87	84	68
	4- 5	90	91	81	62	88	89	83	77	83	86	79	67
	5- 6	90	90	88	78	89	89	83	80	86	85	83	76
	6- 7	89	88	88	77	86	87	81	71	85	84	82	68
	7- 8	87	91	77	82	87	89	71	73	86	87	64	76
	9-10	82	79	67	65	82	84	64	67	82	78	67	62
	10-11	77	70	67	55	77	74	65	56	78	70	64	62
BLACK STUDENTS													
1978-82	1- 5	60	43	56	26					63	49	47	28
	2- 6	48	42	56	27					46	51	52	32
	3- 7	37	39	41	19	58	39	45	18	32	33	48	17
	4- 8	30	41	58	20	34	41	53	18	11	37	51	28
1979-82	1- 4	64	55	56	39					72	59	47	43
	2- 5	48	43	40	29					58	49	52	45
	3- 6	51	44	41	30	61	58	51	46	43	48	37	40
	4- 7	30	39	30	25	37	41	31	22	22	33	14	25
	5- 8	29	41	23	24	36	39	17	14	21	37	18	25
1980-82	1- 3	64	58	51	41	62	73	49	63	68	66	37	58
	2- 4	56	55	42	33	59	65	44	47	63	59	58	39
	3- 5	48	43	34	29	55	62	52	42	53	49	48	38
	4- 6	43	44	26	27	50	58	28	36	43	54	30	32
	5- 7	29	39	21	23	36	41	19	21	35	33	24	22
	6- 8	30	41	20	24	36	39	19	13	32	37	20	22
	9-11	42	37	20	20	46	36	20	22	36	35	16	22
1981-82	1- 2	68	56	56	52	65	65	58	52	72	71	47	67
	2- 3	60	55	56	41	65	73	52	62	63	64	52	58
	3- 4	51	52	41	36	66	65	45	47	62	59	48	39
	4- 5	49	43	58	26	55	60	53	33	51	49	51	28
	5- 6	40	44	40	27	56	58	50	31	49	51	31	32
	6- 7	38	39	37	19	47	41	33	18	38	36	29	17
	7- 8	39	41	16	20	36	37	12	18	31	37	15	28
	9-10	44	41	22	23	46	41	18	30	43	43	16	27
	10-11	42	37	19	21	41	39	26	19	39	35	21	18

Table A.31 (continued)

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
LARGE-CITY NORMS

NORTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	51	62	51	32					63	73	56	45
	2- 6	52	67	56	24					58	78	63	67
	3- 7	41	55	36	18	49	60	45	24	43	55	53	42
	4- 8	46	66	57	24	44	64	52	11	34	66	55	35
1979-82	1- 4	60	66	42	36					76	68	37	47
	2- 5	48	62	42	43					58	73	46	56
	3- 6	51	65	34	39	61	74	42	58	58	78	32	57
	4- 7	36	55	30	34	53	60	36	31	43	57	30	47
	5- 8	49	59	38	33	56	61	44	39	47	63	33	51
1980-82	1- 3	60	64	46	51	58	82	34	68	66	78	25	69
	2- 4	60	66	40	32	59	78	29	49	67	68	52	47
	3- 5	48	60	37	43	58	74	41	47	62	73	53	51
	4- 6	52	64	35	49	63	73	53	52	65	75	39	67
	5- 7	43	55	43	30	56	60	45	24	56	55	56	47
	6- 8	58	59	46	31	58	61	31	33	65	64	45	45
	9-11	55	48	44	26	53	52	39	36	51	43	43	46
1981-82	1- 2	64	69	51	52	65	65	54	55	72	73	56	67
	2- 3	69	70	56	43	65	82	64	55	71	78	63	60
	3- 4	61	66	36	30	74	79	45	41	72	68	53	43
	4- 5	58	60	57	32	71	74	52	42	65	73	55	45
	5- 6	54	62	46	24	71	73	47	28	73	74	47	67
	6- 7	51	55	34	18	58	59	35	24	67	55	51	42
	7- 8	55	60	28	24	58	63	14	11	60	65	35	35
	9-10	58	50	39	37	58	58	37	37	60	58	36	43
	10-11	53	48	51	32	54	52	54	39	55	43	58	49
ALL RACES													
1978-82	1- 5	64	70	71	46					72	73	72	49
	2- 6	60	75	72	56					63	74	76	59
	3- 7	58	61	64	39	71	67	78	36	58	62	72	41
	4- 8	55	77	73	55	61	72	73	49	43	71	68	48
1979-82	1- 4	68	73	64	58					79	71	76	65
	2- 5	60	70	60	52					69	73	71	62
	3- 6	64	75	64	70	75	78	71	71	66	74	62	70
	4- 7	55	63	63	48	65	67	69	45	55	62	62	52
	5- 8	62	73	62	72	66	72	60	61	53	67	53	63
1980-82	1- 3	74	70	60	61	68	83	58	77	72	80	63	72
	2- 4	69	73	66	55	70	80	62	66	74	71	71	62
	3- 5	61	70	61	52	71	77	71	64	69	74	72	59
	4- 6	63	75	63	66	73	78	67	69	68	74	62	67
	5- 7	52	63	61	48	64	67	66	45	62	62	68	52
	6- 8	65	74	59	64	67	72	58	57	67	67	62	56
	9-11	62	55	46	48	62	58	46	47	60	55	43	50
1981-82	1- 2	77	74	71	60	74	74	65	59	79	77	72	74
	2- 3	74	72	72	51	74	85	65	71	77	80	76	69
	3- 4	67	73	64	52	82	82	78	58	78	74	72	51
	4- 5	71	72	73	46	75	77	73	56	68	75	68	49
	5- 6	70	75	72	56	77	79	74	62	75	74	72	59
	6- 7	67	65	70	39	70	68	69	36	70	64	72	41
	7- 8	65	77	48	55	70	72	41	49	66	71	41	48
	9-10	64	60	43	47	64	65	39	50	64	62	39	48
	10-11	60	55	51	34	61	58	45	39	62	55	55	43

Table A.32

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
NATIONAL NORMS

SOUTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	47	48	51	33					61	53	50	34
	2- 6	37	48	43	36					45	51	54	38
	3- 7	45	42	42	26	59	50	59	30	47	46	54	28
	4- 8	45	46	43	32	46	54	48	23	34	47	38	32
1979-82	1- 4	51	50	43	43					71	54	61	41
	2- 5	44	47	37	37					54	55	45	39
	3- 6	48	49	42	37	63	56	49	49	51	51	43	43
	4- 7	48	42	45	31	54	50	49	35	47	46	44	34
	5- 8	47	46	36	32	53	54	39	27	45	49	31	32
1980-82	1- 3	59	48	41	39	51	72	41	61	61	61	47	54
	2- 4	54	48	37	36	53	64	40	44	59	54	45	41
	3- 5	48	47	37	37	59	63	49	48	54	53	47	39
	4- 6	43	48	39	38	58	58	51	45	47	51	44	41
	5- 7	39	42	37	31	52	50	46	32	45	46	39	33
	6- 8	44	46	36	30	49	54	35	27	48	49	36	29
	9-11	42	42	26	34	44	35	23	30	39	38	23	32
1981-82	1- 2	55	54	51	48	55	53	46	47	56	63	50	59
	2- 3	57	48	43	37	59	70	47	59	59	61	54	54
	3- 4	51	48	42	33	68	64	59	39	61	54	54	34
	4- 5	48	45	43	33	58	63	48	42	50	53	38	34
	5- 6	41	48	35	36	57	58	48	39	53	51	42	38
	6- 7	48	42	40	26	52	50	46	30	51	46	40	28
	7- 8	42	46	23	32	48	52	22	23	47	47	30	32
	9-10	42	42	22	20	40	39	18	26	46	43	20	24
	10-11	45	42	27	27	39	37	26	25	40	38	27	32
BLACK STUDENTS													
1978-82	1- 5	35	23	45	11					44	28	50	16
	2- 6	29	23	41	13					27	22	31	10
	3- 7	26	23	19	9	44	32	38	9	20	24	23	7
	4- 8	15	20	15	10	22	27	20	8	7	23	13	16
1979-82	1- 4	43	25	39	17					56	30	38	19
	2- 5	32	23	19	17					36	31	18	23
	3- 6	29	23	29	19	41	34	32	23	27	22	15	14
	4- 7	23	23	13	11	35	32	24	11	19	26	9	9
	5- 8	20	20	19	13	26	28	22	12	13	23	9	16
1980-82	1- 3	47	37	33	29	46	52	31	38	44	43	38	35
	2- 4	32	25	22	13	40	42	20	24	36	28	18	19
	3- 5	26	23	19	16	38	42	27	24	31	31	11	16
	4- 6	19	23	15	16	31	34	28	22	19	22	12	12
	5- 7	18	22	14	11	30	32	22	11	23	26	11	9
	6- 8	18	20	15	19	23	26	20	15	16	22	12	19
	9-11	14	13	10	11	18	14	13	11	12	13	10	10
1981-82	1- 2	47	44	45	32	51	59	46	40	50	45	50	26
	2- 3	44	37	41	26	53	52	59	35	41	39	31	35
	3- 4	26	27	19	12	48	44	38	24	35	31	23	16
	4- 5	26	25	15	11	39	42	20	17	31	31	13	16
	5- 6	20	23	19	13	34	34	22	10	23	22	23	10
	6- 7	25	23	19	9	32	32	30	9	24	26	20	7
	7- 8	22	20	16	10	24	26	20	8	22	23	11	16
	9-10	15	14	10	10	20	17	11	14	15	18	8	12
	10-11	12	13	8	13	17	14	14	14	15	13	12	12

Table A.32 (continued)

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
NATIONAL NORMS

SOUTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	35	27	35	11					44	34	33	11
	2- 6	29	31	32	10					27	38	63	22
	3- 7	32	31	34	13	41	39	51	16	23	36	47	22
	4- 8	29	34	19	12	31	42	44	17	19	29	24	17
1979-82	1- 4	47	36	41	21					56	41	56	31
	2- 5	32	29	48	15					41	34	54	21
	3- 6	24	33	21	18	46	42	32	32	35	38	9	29
	4- 7	25	31	21	16	42	39	32	19	28	36	16	26
	5- 8	29	34	20	13	40	42	32	15	28	31	16	16
1980-82	1- 3	43	34	23	29	44	59	19	53	44	47	33	39
	2- 4	37	36	29	21	43	49	20	33	41	44	27	19
	3- 5	26	25	37	16	35	46	61	38	23	34	43	25
	4- 6	26	35	11	12	42	42	20	22	28	38	7	28
	5- 7	23	31	14	13	37	39	16	16	37	36	25	23
	6- 8	29	33	24	15	39	39	18	18	31	30	16	17
	9-11	19	21	14	19	26	20	20	35	25	23	10	35
1981-82	1- 2	55	48	35	32	51	53	41	43	50	50	33	41
	2- 3	44	34	32	32	47	59	27	54	41	43	63	43
	3- 4	37	36	34	19	59	53	51	35	51	41	47	25
	4- 5	29	25	19	11	46	46	44	15	31	34	24	11
	5- 6	24	33	4	10	42	42	21	16	34	38	18	22
	6- 7	29	30	17	13	38	38	18	16	36	36	26	22
	7- 8	29	34	10	12	35	39	14	17	28	29	18	17
	9-10	26	22	16	25	26	23	18	19	23	24	12	21
	10-11	22	19	14	73	29	20	26	50	27	24	21	43
ALL RACES													
1978-82	1- 5	43	33	47	20					50	39	50	26
	2- 6	32	35	41	23					36	35	50	29
	3- 7	34	31	37	16	52	39	54	16	31	34	49	18
	4- 8	27	34	33	23	35	40	44	19	21	32	34	23
1979-82	1- 4	47	36	43	31					61	41	56	34
	2- 5	37	33	34	26					45	42	41	31
	3- 6	37	35	39	33	51	46	44	39	39	34	35	31
	4- 7	31	31	36	22	44	41	42	22	31	36	34	24
	5- 8	33	34	33	23	40	40	34	19	28	34	26	25
1980-82	1- 3	51	42	35	37	46	63	41	54	50	54	44	47
	2- 4	41	36	34	29	47	53	36	37	45	41	41	31
	3- 5	34	33	34	27	49	52	48	40	39	39	43	31
	4- 6	31	36	31	33	44	46	49	36	34	36	41	29
	5- 7	27	31	27	19	42	39	38	20	34	34	34	20
	6- 8	31	34	30	25	36	39	30	21	31	32	31	23
	9-11	24	23	18	22	26	22	18	19	25	22	15	22
1981-82	1- 2	55	51	47	37	51	59	46	43	56	54	50	45
	2- 3	51	42	41	37	53	63	47	51	50	51	50	47
	3- 4	39	36	37	25	61	55	54	31	51	44	49	28
	4- 5	36	33	33	20	51	52	44	30	41	42	34	26
	5- 6	31	36	31	23	44	46	42	30	37	36	37	29
	6- 7	35	31	36	16	41	39	39	16	38	36	34	18
	7- 8	31	34	20	23	35	39	21	19	34	33	22	23
	9-10	26	24	15	16	26	26	16	19	25	27	15	18
	10-11	25	23	19	23	26	22	23	16	24	23	21	22

Table A.33

COHORT-LONGITUDINAL MEDIAN ACHIEVEMENT TRENDS 1981-82
NATIONAL NORMS

SOUTHEAST SUBDISTRICT

	READING		LANGUAGE		MATHEMATICS	
GRADES	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981
			WHITE STUDENTS			
1- 2	AM	0	AM	0	AH	++
2- 3	AM	--	AH	+++	AH	0
3- 4	AM	0	AH	-	AM	--
4- 5	AM	0	AH	+	AM	0
5- 6	AM	++	AM	0	AM	0
6- 7	AM	-	AM	0	AM	-
7- 8	AM	+	AM	+	AM	0
9-10	AM	0	AL	0	AM	0
10-11	AM	0	AL	0	AL	0
			BLACK STUDENTS			
1- 2	AM	0	AM	++	AM	-
2- 3	AL	--	AM	0	AL	0
3- 4	AL	0	AM	-	AL	-
4- 5	AL	0	AM	0	AL	0
5- 6	AL	0	AL	0	BA	0
6- 7	AL	0	AL	0	AL	0
7- 8	BA	0	AL	0	AL	0
9-10	BA	0	BA	-	BA	+
10-11	BA	0	BA	-	BA	0
			HISPANIC STUDENTS			
1- 2	AM	--	AM	0	AM	0
2- 3	AL	---	AM	+++	AM	0
3- 4	AL	0	AM	-	AM	---
4- 5	AL	-	AM	0	AL	0
5- 6	AL	++	AM	0	AL	+
6- 7	AL	0	AL	0	AL	0
7- 8	AL	+	AL	+	AL	0
9-10	BA	-	AL	0	AL	0
10-11	BA	-	BA	---	AL	0
			ALL RACES			
1- 2	AM	-	AM	++	AM	0
2- 3	AM	--	AH	+++	AM	0
3- 4	AL	0	AM	-	AM	--
4- 5	AL	0	AM	0	AM	0
5- 6	AL	+	AM	0	AL	0
6- 7	AL	-	AL	0	AL	0
7- 8	AL	0	AL	+	AL	0
9-10	AL	0	AL	0	AL	0
10-11	AL	0	BA	-	AL	0

NOTE. SEE TABLE 1 FOR LEGEND.

Table A.34

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
LARGE-CITY NORMS

SOUTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	64	78	68	62					76	77	68	59
	2- 6	60	78	65	66					67	76	74	65
	3- 7	70	74	67	55	77	76	77	54	69	73	75	52
	4- 8	73	82	71	66	69	78	70	47	59	74	62	60
1979-82	1- 4	68	77	60	71					82	77	76	65
	2- 5	66	77	60	67					74	79	67	65
	3- 6	72	79	67	69	79	79	68	74	72	76	66	70
	4- 7	75	74	73	61	76	76	71	62	71	73	68	60
	5- 8	77	82	66	66	76	78	63	53	71	76	56	61
1980-82	1- 3	74	72	58	64	65	85	58	78	76	80	66	75
	2- 4	74	75	60	63	70	82	59	67	77	77	67	65
	3- 5	72	77	61	67	77	82	68	71	75	77	69	65
	4- 6	71	78	66	70	78	80	73	71	71	76	68	67
	5- 7	70	74	67	61	74	76	70	58	71	73	65	59
	6- 8	75	82	67	64	74	78	61	52	74	76	62	56
	9-11	64	57	46	51	62	50	35	43	60	55	39	48
1981-82	1- 2	71	74	68	69	68	70	62	65	72	80	68	77
	2- 3	77	72	65	61	74	83	65	77	77	80	74	75
	3- 4	74	75	67	61	82	82	77	63	80	77	75	59
	4- 5	75	76	71	62	78	82	70	66	74	77	62	59
	5- 6	72	78	65	66	79	80	71	65	77	76	68	65
	6- 7	78	74	72	55	77	76	71	54	76	73	66	52
	7- 8	74	82	50	66	75	77	43	47	74	74	55	60
	9-10	64	60	42	35	58	54	27	37	67	62	36	39
	10-11	63	57	45	42	54	51	37	36	58	55	43	48
BLACK STUDENTS													
1978-82	1- 5	51	49	62	26					63	53	68	35
	2- 6	48	49	63	30					46	45	52	26
	3- 7	48	50	37	23	64	58	58	18	37	47	43	21
	4- 8	33	47	33	29	41	53	37	17	18	48	30	35
1979-82	1- 4	60	49	56	36					72	53	56	39
	2- 5	52	49	35	38					58	56	32	45
	3- 6	51	49	51	42	61	60	52	44	48	45	30	32
	4- 7	46	50	30	28	58	58	44	22	39	50	22	25
	5- 8	43	47	42	35	47	54	42	25	31	48	23	35
1980-82	1- 3	64	61	49	51	62	71	49	58	63	66	56	58
	2- 4	52	49	40	30	59	65	37	44	58	51	32	39
	3- 5	48	49	37	37	58	66	45	45	53	56	21	35
	4- 6	39	49	33	37	53	60	50	43	39	45	28	29
	5- 7	40	48	32	28	53	58	41	22	45	50	28	26
	6- 8	39	46	34	45	44	51	39	31	35	45	29	40
	9-11	29	24	22	20	27	21	20	18	23	22	19	18
1981-82	1- 2	64	66	62	52	65	74	62	59	68	67	68	58
	2- 3	66	61	63	48	70	71	74	55	63	62	52	58
	3- 4	48	52	37	29	67	67	58	44	58	55	43	34
	4- 5	51	52	33	26	63	66	37	33	55	56	30	35
	5- 6	43	49	42	30	58	60	42	21	45	45	45	28
	6- 7	51	50	42	23	58	58	54	18	48	50	41	21
	7- 8	48	47	39	29	45	51	39	17	44	46	28	35
	9-10	30	26	22	21	31	24	18	20	27	29	16	21
	10-11	23	24	17	24	24	21	20	21	25	22	21	20

Table A.34 (continued)

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
LARGE-CITY NORMS

SOUTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
						HISPANIC STUDENTS							
1978-82	1- 5	51	54	51	26					63	59	47	28
	2- 6	48	60	52	25					46	65	80	45
	3- 7	55	61	58	32	61	66	71	31	43	62	69	44
	4- 8	55	70	39	33	53	70	67	35	39	56	45	37
1979-82	1- 4	64	63	58	43					72	65	72	55
	2- 5	52	57	69	35					63	59	74	42
	3- 6	45	62	41	39	66	69	52	57	58	65	16	54
	4- 7	49	61	43	39	65	66	54	36	51	62	34	50
	5- 8	57	70	43	35	64	70	56	31	53	58	35	35
1980-82	1- 3	60	58	36	51	60	77	34	72	63	69	47	62
	2- 4	60	63	48	43	62	71	37	56	62	68	46	39
	3- 5	48	52	61	37	55	70	78	62	49	59	66	47
	4- 6	51	65	26	29	65	69	38	42	51	65	17	53
	5- 7	49	61	32	32	61	66	30	31	52	62	47	46
	6- 8	57	67	50	38	65	67	35	36	57	57	35	37
	9-11	38	34	29	32	39	29	31	50	43	37	18	51
1981-82	1- 2	71	69	51	52	65	70	58	62	68	71	47	63
	2- 3	66	58	52	55	65	77	45	73	63	66	80	66
	3- 4	61	63	58	39	77	75	71	58	72	65	69	47
	4- 5	55	52	39	26	69	70	67	29	55	59	45	28
	5- 6	51	62	9	25	66	69	39	31	59	65	39	45
	6- 7	57	60	37	32	63	65	36	31	62	62	51	44
	7- 8	59	70	24	33	62	67	26	35	52	56	39	37
	9-10	46	38	33	42	39	32	27	27	39	39	23	34
	10-11	38	32	26	79	41	29	37	63	43	38	34	59
						ALL RACES							
1978-82	1- 5	60	62	64	43					68	65	68	49
	2- 6	52	65	63	49					58	61	71	54
	3- 7	58	61	61	39	71	67	73	31	53	60	71	39
	4- 8	52	70	61	51	58	68	67	39	41	61	59	46
1979-82	1- 4	64	63	60	58					76	65	72	59
	2- 5	60	62	56	53					67	68	63	56
	3- 6	61	65	64	62	71	71	63	65	62	59	58	57
	4- 7	58	61	63	48	67	68	65	43	55	62	59	47
	5- 8	62	70	62	51	64	68	58	39	53	63	49	51
1980-82	1- 3	68	67	51	61	62	79	58	73	68	75	63	69
	2- 4	63	63	56	55	65	75	55	61	67	65	63	55
	3- 5	58	62	58	54	68	74	67	64	62	65	66	56
	4- 6	58	67	58	62	67	71	71	62	59	62	65	54
	5- 7	54	61	54	43	66	67	62	39	59	60	59	41
	6- 8	60	70	58	55	62	67	54	43	57	61	57	48
	9-11	44	37	36	36	39	33	27	28	43	35	27	35
1981-82	1- 2	71	72	64	60	65	74	62	62	72	74	68	67
	2- 3	72	67	63	61	70	79	65	71	71	72	71	69
	3- 4	64	63	61	49	78	76	73	53	72	68	71	51
	4- 5	63	62	61	43	73	74	67	53	65	68	59	49
	5- 6	60	67	60	49	68	71	66	54	62	62	62	54
	6- 7	65	61	66	39	67	67	65	31	65	62	59	39
	7- 8	61	70	46	51	62	67	40	39	60	62	44	48
	9-10	46	41	30	29	39	37	24	27	43	43	27	29
	10-11	42	37	34	37	37	33	32	24	39	37	34	35

Table A.35

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
NATIONAL NORMS

SOUTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	47	58	51	39					61	58	61	42
	2- 6	44	60	41	38					54	61	54	38
	3- 7	53	50	37	22	59	65	46	21	47	54	43	30
	4- 8	41	55	50	33	46	54	61	39	41	53	47	40
1979-82	1- 4	55	52	51	45					76	57	66	47
	2- 5	48	57	44	49					59	60	54	50
	3- 6	56	60	45	47	68	67	56	60	61	61	51	54
	4- 7	53	50	48	34	61	65	53	41	47	54	38	38
	5- 8	49	55	41	37	50	54	44	38	45	56	37	33
1980-82	1- 3	63	51	51	39	55	72	51	56	66	68	61	58
	2- 4	54	53	51	43	53	63	43	53	63	57	59	47
	3- 5	48	56	45	49	62	65	56	55	58	60	51	50
	4- 6	55	60	50	40	60	69	55	47	52	65	44	43
	5- 7	49	50	39	30	57	63	53	27	53	54	42	38
	6- 8	50	53	44	42	54	52	39	45	51	51	41	41
	9-11	51	55	29	48	52	54	30	44	50	46	31	43
1981-82	1- 2	67	60	51	51	61	59	46	56	71	71	61	63
	2- 3	63	48	41	42	59	72	43	50	71	64	54	54
	3- 4	48	53	37	39	65	63	46	49	54	57	43	44
	4- 5	57	58	50	39	62	65	61	46	57	60	47	42
	5- 6	62	60	56	38	65	67	59	36	60	63	55	38
	6- 7	60	50	54	22	67	65	58	21	61	57	51	30
	7- 8	47	55	37	33	53	52	45	39	48	51	40	40
	9-10	50	54	37	34	56	56	26	38	50	46	24	37
	10-11	58	55	48	45	56	54	47	37	49	46	40	35
BLACK STUDENTS													
1978-82	1- 5	43	37	43	25					50	48	38	33
	2- 6	37	38	50	33					31	41	36	30
	3- 7	34	29	36	20	52	39	60	24	23	34	31	19
	4- 8	23	29	33	19	33	36	43	21	13	25	34	24
1979-82	1- 4	47	39	47	31					61	47	50	38
	2- 5	34	37	32	25					41	48	31	34
	3- 6	34	38	34	40	52	49	45	49	31	41	23	43
	4- 7	25	31	21	23	39	41	37	32	22	36	16	24
	5- 8	25	30	25	25	34	36	40	28	20	27	20	25
1980-82	1- 3	55	42	43	34	55	68	41	61	50	54	33	43
	2- 4	48	39	39	29	59	58	47	42	50	47	41	38
	3- 5	34	37	29	25	49	55	35	42	39	48	27	34
	4- 6	31	38	25	38	42	50	35	45	34	41	25	35
	5- 7	25	29	27	26	40	41	40	32	31	34	28	32
	6- 8	25	30	18	23	34	36	23	26	24	27	7	25
	9-11	20	23	11	15	26	25	16	18	17	22	10	19
1981-82	1- 2	63	54	43	37	61	63	46	47	56	54	38	45
	2- 3	54	42	50	34	63	68	53	58	54	54	36	39
	3- 4	39	39	36	27	63	58	60	37	43	47	31	34
	4- 5	33	37	33	25	53	55	43	40	41	48	34	33
	5- 6	33	40	25	33	50	51	50	35	42	43	33	30
	6- 7	36	31	42	20	46	41	44	24	38	36	42	19
	7- 8	26	30	13	19	35	36	20	21	28	27	12	24
	9-10	24	22	10	12	34	29	18	17	20	24	12	15
	10-11	24	23	13	14	29	25	19	16	24	22	15	16

Table A.35 (continued)

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
NATIONAL NORMS

SOUTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	39	33	41	14					50	37	50	20
	2- 6	32	36	32	15					31	41	41	20
	3- 7	29	26	19	14	41	35	38	16	23	28	27	14
	4- 8	19	25	29	9	28	33	42	11	11	28	33	16
1979-82	1- 4	43	36	35	25					61	44	50	31
	2- 5	29	33	21	20					41	37	31	31
	3- 6	29	35	21	22	45	46	29	31	35	41	23	29
	4- 7	25	26	17	15	37	34	24	19	19	28	11	24
	5- 8	20	25	11	11	30	32	24	12	20	29	13	16
1980-82	1- 3	43	37	27	29	41	63	26	53	50	51	33	47
	2- 4	37	33	22	25	40	55	20	36	45	44	27	31
	3- 5	26	33	19	18	44	50	18	33	35	37	23	31
	4- 6	29	36	13	19	37	47	22	26	31	41	22	26
	5- 7	23	26	18	14	36	35	28	19	28	28	20	24
	6- 8	23	25	14	11	30	32	20	13	29	27	14	16
	9-11	22	23	13	23	26	27	13	22	20	24	10	22
1981-82	1- 2	55	48	41	34	51	53	41	40	61	54	50	50
	2- 3	41	37	32	26	43	63	40	46	50	51	41	43
	3- 4	37	36	19	21	56	55	38	35	43	44	27	28
	4- 5	31	33	29	14	51	52	42	26	38	39	33	20
	5- 6	27	36	18	15	46	47	25	21	37	41	23	20
	6- 7	33	26	23	14	39	35	32	16	36	30	24	14
	7- 8	22	25	13	9	31	31	21	11	24	27	14	16
	9-10	24	25	11	17	30	29	16	23	25	27	12	18
	10-11	24	23	15	14	32	26	25	15	27	24	18	22
ALL RACES													
1978-82	1- 5	43	39	47	20					56	48	50	31
	2- 6	37	42	37	28					36	46	45	29
	3- 7	34	34	32	16	52	42	46	19	31	36	35	20
	4- 8	23	32	39	16	33	39	49	18	19	32	38	23
1979-82	1- 4	47	39	43	29					66	50	56	38
	2- 5	34	39	34	27					45	48	41	34
	3- 6	37	40	37	38	54	52	46	44	39	43	39	43
	4- 7	29	34	29	22	42	44	39	27	28	38	24	26
	5- 8	27	32	33	19	36	39	34	21	25	32	26	23
1980-82	1- 3	51	42	35	34	46	68	41	56	56	54	38	47
	2- 4	48	39	37	29	53	58	40	39	50	47	41	34
	3- 5	34	37	34	27	49	55	44	42	43	48	35	34
	4- 6	33	44	33	35	44	52	39	38	38	46	34	33
	5- 7	27	34	33	19	44	44	42	24	34	36	34	26
	6- 8	30	32	30	19	36	39	30	21	31	31	25	25
	9-11	26	27	16	23	30	27	18	22	23	24	15	22
1981-82	1- 2	59	54	47	37	55	59	46	47	61	59	50	54
	2- 3	51	39	37	32	59	68	45	51	54	54	45	43
	3- 4	39	39	32	25	61	58	46	37	47	47	35	34
	4- 5	36	39	39	20	53	55	49	35	41	48	38	31
	5- 6	37	44	33	28	53	52	50	30	45	46	41	29
	6- 7	40	34	39	16	49	44	46	19	41	38	41	20
	7- 8	29	32	22	16	38	39	26	18	30	31	24	23
	9-10	27	27	15	16	34	36	18	21	25	27	12	18
	10-11	29	27	22	19	32	27	26	20	27	24	21	22

SU

Table A.36

COHORT-LONGITUDINAL MEDIAN ACHIEVEMENT TRENDS 1981-82
NATIONAL NORMS

SOUTHWEST SUBDISTRICT

GRADES	READING		LANGUAGE		MATHEMATICS	
	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981
WHITE STUDENTS						
1- 2	AH	--	AM	O	AH	O
2- 3	AM	---	AH	+++	AH	--
3- 4	AM	+	AH	O	AM	O
4- 5	AM	O	AH	O	AH	O
5- 6	AH	O	AH	O	AH	O
6- 7	AM	---	AH	O	AM	-
7- 8	AM	++	AM	O	AM	O
9-10	AM	+	AM	O	AM	-
10-11	AM	O	AM	O	AM	O
BLACK STUDENTS						
1- 2	AM	--	AH	O	AM	O
2- 3	AM	---	AH	+	AM	O
3- 4	AL	O	AM	-	AM	+
4- 5	AL	+	AM	O	AM	++
5- 6	AM	++	AM	O	AM	O
6- 7	AL	-	AM	-	AL	O
7- 8	AL	+	AL	O	AL	O
9-10	BA	O	AL	-	AL	+
10-11	AL	O	AL	-	BA	O
HISPANIC STUDENTS						
1- 2	AM	--	AM	O	AM	--
2- 3	AL	-	AH	+++	AM	O
3- 4	AL	O	AM	O	AM	O
4- 5	AL	O	AM	O	AL	O
5- 6	AL	++	AM	O	AM	+
6- 7	AL	--	AL	-	AL	-
7- 8	AL	O	AL	O	AL	O
9-10	AL	O	AL	O	AL	O
10-11	AL	O	AL	-	AL	O
ALL RACES						
1- 2	AM	-	AM	+	AM	O
2- 3	AL	---	AH	++	AM	O
3- 4	AL	O	AM	O	AM	O
4- 5	AL	O	AM	O	AM	++
5- 6	AM	++	AM	O	AM	O
6- 7	AL	-	AM	-	AL	O
7- 8	AL	O	AL	O	AL	O
9-10	AL	O	AL	O	AL	O
10-11	AL	O	AL	-	AL	O

NOTE. SEE TABLE 1 FOR LEGEND.

Table A.37

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
LARGE-CITY NORMS

SOUTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	64	84	68	70					76	81	76	68
	2- 6	66	86	63	70					74	83	74	65
	3- 7	76	81	61	48	77	86	66	41	69	80	66	55
	4- 8	69	86	77	68	69	78	80	67	65	79	71	68
1979-82	1- 4	71	78	68	73					85	79	79	71
	2- 5	69	84	66	79					77	83	74	75
	3- 6	78	86	70	78	82	85	75	81	80	83	72	78
	4- 7	79	81	75	65	80	86	75	68	71	80	62	64
	5- 8	79	86	72	73	73	78	68	66	71	80	62	62
1980-82	1- 3	77	74	68	64	68	85	65	75	79	84	76	78
	2- 4	74	79	72	71	70	81	62	75	80	79	77	70
	3- 5	72	83	70	79	79	83	75	77	78	83	72	75
	4- 6	81	86	77	72	79	87	76	73	76	86	68	70
	5- 7	79	81	70	60	79	85	76	50	77	80	68	64
	6- 8	80	86	75	78	78	77	65	72	76	77	67	69
	9-11	72	67	51	62	71	66	46	58	70	62	51	59
1981-82	1- 2	79	79	68	72	74	74	62	72	82	85	76	80
	2- 3	81	72	63	67	74	85	62	70	85	82	74	75
	3- 4	72	79	61	66	81	81	66	71	75	79	66	68
	4- 5	82	84	77	70	80	83	80	70	79	83	71	68
	5- 6	87	86	83	70	83	85	80	62	83	85	79	65
	6- 7	86	81	82	48	85	86	80	41	83	81	76	55
	7- 8	78	86	69	68	78	77	72	67	75	77	66	68
	9-10	71	70	60	52	74	70	39	52	70	64	41	55
	10-11	73	67	65	60	70	66	61	51	67	62	58	52
BLACK STUDENTS													
1978-82	1- 5	60	67	60	52					68	73	56	58
	2- 6	60	70	71	62					52	67	58	56
	3- 7	58	59	60	45	71	67	78	45	43	60	53	40
	4- 8	46	61	61	45	55	64	66	43	30	51	59	50
1979-82	1- 4	64	66	64	58					76	71	68	62
	2- 5	56	67	52	52					63	73	52	59
	3- 6	58	70	58	72	71	74	65	74	53	67	43	70
	4- 7	49	61	43	50	63	68	61	58	43	62	34	47
	5- 8	52	64	52	55	58	64	64	55	42	54	42	51
1980-82	1- 3	71	67	60	58	68	82	58	78	68	75	47	66
	2- 4	69	66	62	55	74	78	65	65	71	71	63	62
	3- 5	58	67	51	52	68	77	55	66	62	73	48	59
	4- 6	58	70	49	70	65	75	58	71	59	67	47	61
	5- 7	52	59	54	55	64	68	64	58	56	60	53	57
	6- 8	51	64	39	50	60	64	44	51	48	54	21	51
	9-11	39	37	24	26	39	36	24	27	30	35	19	30
1981-82	1- 2	77	74	60	60	74	78	62	65	72	74	56	67
	2- 3	74	67	71	58	78	82	70	76	74	75	58	62
	3- 4	64	66	60	52	79	78	78	61	66	71	53	59
	4- 5	61	67	61	52	75	77	66	64	65	73	59	58
	5- 6	62	72	52	62	73	75	73	61	68	70	58	56
	6- 7	67	61	74	45	71	68	70	45	65	62	69	40
	7- 8	55	64	32	45	62	64	39	43	52	54	31	50
	9-10	44	38	22	23	50	41	27	24	30	39	23	25
	10-11	41	37	25	25	41	36	27	24	39	35	25	26

Table A.37 (continued)

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
LARGE-CITY NORMS

SOUTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
						HISPANIC STUDENTS							
1978-82	1- 5	56	62	58	32					68	62	68	42
	2- 6	52	67	52	34					52	67	63	41
	3- 7	51	65	37	33	61	62	58	31	43	52	48	33
	4- 8	33	55	55	27	50	61	65	23	26	55	57	35
1979-82	1- 4	60	63	51	49					76	68	68	55
	2- 5	48	62	38	43					63	62	52	56
	3- 6	51	65	41	47	65	71	47	56	58	67	43	54
	4- 7	49	55	36	37	61	60	44	36	39	52	26	47
	5- 8	43	55	26	31	53	60	45	25	42	56	31	35
1980-82	1- 3	60	61	42	51	58	79	44	72	68	72	47	69
	2- 4	60	61	40	49	59	76	37	60	67	68	46	55
	3- 5	48	62	37	40	63	73	3[illegible]	57	58	62	43	56
	4- 6	55	67	30	42	61	73	41	49	55	67	43	51
	5- 7	49	55	40	34	60	62	50	36	53	52	42	47
	6- 8	49	55	32	31	54	60	39	27	54	54	32	35
	9-11	42	37	26	37	39	39	20	33	36	38	19	35
1981-82	1- 2	71	69	58	56	65	70	58	59	76	74	68	71
	2- 3	63	61	52	48	62	79	59	66	71	72	63	66
	3- 4	61	63	37	43	75	76	58	58	66	68	48	51
	4- 5	58	62	55	32	73	74	65	47	62	65	57	42
	5- 6	54	67	40	34	70	73	46	42	62	67	45	41
	6- 7	62	55	49	33	65	62	57	31	62	55	48	33
	7- 8	48	55	32	27	56	58	40	23	47	54	33	35
	9-10	44	42	24	31	46	41	24	32	43	43	23	29
	10-11	41	37	28	25	45	38	35	23	43	38	29	35
						ALL RACES							
1978-82	1- 5	60	70	64	43					72	73	68	56
	2- 6	60	73	60	56					58	72	67	54
	3- 7	58	65	55	39	71	70	66	36	53	62	58	41
	4- 8	46	66	66	41	55	67	71	37	39	61	62	48
1979-82	1- 4	64	66	60	55					79	74	72	62
	2- 5	56	70	56	54					67	73	63	59
	3- 6	61	72	61	70	73	77	66	70	62	70	62	70
	4- 7	55	65	55	48	65	71	63	50	51	64	45	50
	5- 8	54	66	62	45	60	67	58	43	47	61	49	48
1980-82	1- 3	68	67	51	58	62	82	58	75	72	75	56	69
	2- 4	69	66	60	55	70	78	59	63	71	71	63	59
	3- 5	58	67	58	54	68	77	63	66	66	73	58	59
	4- 6	61	75	61	65	67	77	63	63	62	72	59	58
	5- 7	54	65	62	43	68	71	66	45	59	62	59	50
	6- 8	58	66	58	45	62	67	54	43	57	58	50	51
	9-11	46	42	31	37	46	39	27	33	39	38	27	35
1981-82	1- 2	74	74	64	60	68	74	62	65	76	77	68	74
	2- 3	72	64	60	55	74	82	64	71	74	75	67	66
	3- 4	64	66	55	49	78	78	66	61	69	71	58	59
	4- 5	63	70	66	43	75	77	71	59	65	73	62	56
	5- 6	67	75	62	56	76	77	73	54	71	72	67	54
	6- 7	72	65	71	39	74	71	71	36	67	64	67	41
	7- 8	59	66	48	41	65	67	48	37	55	58	47	48
	9-10	48	45	30	29	50	50	27	30	43	43	23	29
	10-11	47	42	38	32	45	39	37	29	43	38	34	35

Table A.38

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
NATIONAL NORMS

EAST OAK CLIFF SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
BLACK STUDENTS													
1978-82	1- 5	43	27	43	22					50	34	44	23
	2- 6	32	28	39	20					27	26	43	19
	3- 7	24	20	24	10	41	27	35	9	20	18	27	9
	4- 8	19	20	21	18	26	28	33	19	11	20	25	10
1979-82	1- 4	43	31	43	29					56	38	50	34
	2- 5	32	27	29	22					36	34	36	28
	3- 6	29	28	24	25	41	38	41	36	27	26	20	26
	4- 7	19	22	15	14	28	28	22	15	13	20	7	11
	5- 8	20	19	13	19	24	27	17	20	13	19	8	11
1980-82	1- 3	43	39	35	29	46	63	31	44	44	54	38	41
	2- 4	34	31	32	27	43	46	40	35	36	38	36	28
	3- 5	26	27	21	22	35	46	27	38	27	34	20	28
	4- 6	21	28	21	25	31	38	28	34	22	26	19	26
	5- 7	18	22	18	14	30	28	22	16	20	20	12	14
	6- 8	18	19	13	22	24	27	11	22	18	19	7	11
	9-11	13	12	9	11	18	16	11	16	12	13	5	16
1981-82	1- 2	55	48	43	34	55	59	46	43	56	54	44	45
	2- 3	44	39	39	26	47	63	40	38	45	54	43	35
	3- 4	32	31	24	25	51	46	35	35	39	38	27	25
	4- 5	27	27	21	22	39	46	33	34	28	37	25	23
	5- 6	23	30	22	20	34	38	32	24	23	26	23	19
	6- 7	25	22	20	10	32	28	28	9	22	20	18	9
	7- 8	19	19	11	18	24	27	9	19	16	19	6	10
	9-10	13	12	7	6	18	19	11	17	12	15	8	10
	10-11	12	12	10	12	19	16	17	14	15	13	10	16
ALL RACES													
1978-82	1- 5	43	27	43	20					50	34	44	23
	2- 6	32	28	34	20					27	26	41	18
	3- 7	24	20	21	10	41	28	35	8	20	20	27	10
	4- 8	19	23	21	19	26	30	35	19	11	20	25	10
1979-82	1- 4	43	31	43	27					56	38	44	31
	2- 5	32	27	29	22					36	34	36	28
	3- 6	29	28	24	25	41	38	40	34	27	26	20	26
	4- 7	21	22	15	14	28	30	20	15	13	22	7	14
	5- 8	20	20	13	19	24	28	16	20	13	19	8	14
1980-82	1- 3	43	39	35	29	46	63	31	44	44	51	33	39
	2- 4	34	31	32	25	43	46	36	35	36	38	36	25
	3- 5	26	27	21	22	35	46	27	36	27	34	20	28
	4- 6	21	28	20	23	31	38	26	32	22	26	19	26
	5- 7	20	22	18	14	30	30	22	15	20	22	11	14
	6- 8	18	20	12	22	26	28	14	22	18	19	9	11
	9-11	13	12	9	11	18	16	11	16	12	13	5	16
1981-82	1- 2	55	44	43	34	55	59	46	40	56	54	44	50
	2- 3	44	39	34	26	47	63	40	41	45	54	41	35
	3- 4	32	31	21	25	51	46	35	35	39	38	27	22
	4- 5	27	27	21	20	39	46	35	34	28	37	25	23
	5- 6	23	28	22	20	34	38	32	24	26	26	23	18
	6- 7	25	22	20	10	32	30	28	8	24	22	18	10
	7- 8	19	20	11	19	26	28	9	19	18	20	6	10
	9-10	13	12	7	6	18	19	11	17	14	15	8	10
	10-11	12	12	10	12	19	16	17	14	15	13	12	16

Table A.39

COHORT-LONGITUDINAL MEDIAN ACHIEVEMENT TRENDS 1981-82
NATIONAL NORMS

EAST OAK CLIFF SUBDISTRICT

	READING		LANGUAGE		MATHEMATICS	
GRADES	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981	LEVEL IN 1982	CHANGE SINCE 1981
			BLACK STUDENTS			
1- 2	AM	--	AM	+	AM	0
2- 3	AL	-	AH	+++	AM	++
3- 4	AL	0	AM	-	AL	0
4- 5	AL	0	AM	++	AL	++
5- 6	AL	++	AL	+	AL	0
6- 7	BA	-	AL	-	BA	0
7- 8	BA	0	AL	0	BA	+
9-10	BA	0	BA	0	BA	+
10-11	BA	0	BA	-	BA	0
			ALL RACES			
1- 2	AM	---	AM	+	AM	0
2- 3	AL	-	AH	+++	AM	++
3- 4	AL	0	AM	-	AL	0
4- 5	AL	0	AM	++	AL	++
5- 6	AL	+	AL	+	AL	0
6- 7	BA	-	AL	0	BA	0
7- 8	BA	0	AL	0	BA	0
9-10	BA	0	BA	0	BA	0
10-11	BA	0	BA	-	BA	0

NOTE. SEE TABLE 1 FOR LEGEND.

Table A.40

MEDIAN PERCENTILE SCORES OF COHORTS AND NON-COHORTS
LARGE-CITY NORMS

EAST OAK CLIFF SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
BLACK STUDENTS													
1978-82	1- 5	60	54	60	46					68	59	63	45
	2- 6	52	56	62	44					46	51	65	40
	3- 7	45	46	45	25	61	50	55	18	37	39	48	26
	4- 8	39	47	43	43	47	55	55	39	26	43	47	26
1979-82	1- 4	60	58	60	55					72	62	68	59
	2- 5	52	54	48	46					58	59	58	53
	3- 6	51	56	45	51	61	63	61	62	48	51	37	51
	4- 7	39	48	33	34	50	52	41	29	30	41	18	28
	5- 8	43	45	29	45	45	53	33	41	31	40	21	28
1980-82	1- 3	60	64	51	51	62	79	49	64	63	75	56	64
	2- 4	56	58	52	52	62	69	59	58	58	62	58	51
	3- 5	48	54	41	46	55	70	45	62	48	59	37	53
	4- 6	43	56	43	51	53	63	50	60	43	51	39	51
	5- 7	40	48	40	34	53	52	42	31	42	41	30	33
	6- 8	39	45	30	49	47	53	23	45	38	40	21	28
	9-11	26	22	20	20	27	24	18	24	23	22	12	26
1981-82	1- 2	71	69	60	56	68	74	62	62	72	74	63	67
	2- 3	66	64	62	48	65	79	59	58	67	75	65	58
	3- 4	55	58	45	49	71	69	55	58	62	62	48	47
	4- 5	52	54	43	46	63	70	55	58	51	62	47	45
	5- 6	49	58	46	44	58	63	56	47	45	51	45	40
	6- 7	51	48	44	25	58	52	52	18	45	41	38	26
	7- 8	43	45	28	43	45	53	18	39	36	40	19	26
	9-10	26	23	17	14	27	27	18	24	23	25	16	18
	10-11	23	22	21	22	27	24	24	21	25	22	18	26
ALL RACES													
1978-82	1- 5	60	54	60	43					68	59	63	45
	2- 6	52	56	56	44					46	51	63	38
	3- 7	45	46	41	25	61	52	55	16	37	41	48	27
	4- 8	39	51	43	45	47	56	58	39	26	43	47	26
1979-82	1- 4	60	58	60	52					72	62	63	55
	2- 5	52	54	48	46					58	59	58	53
	3- 6	51	56	45	51	61	63	60	60	48	51	37	51
	4- 7	43	48	33	34	50	54	37	29	30	44	18	33
	5- 8	43	47	29	45	45	55	30	41	31	40	21	32
1980-82	1- 3	60	64	51	51	62	79	49	64	63	72	47	62
	2- 4	56	58	52	49	62	69	55	58	58	62	58	47
	3- 5	48	54	41	46	55	70	45	60	48	59	37	53
	4- 6	43	56	41	49	53	63	47	58	43	51	39	51
	5- 7	43	48	40	34	50	54	42	29	42	44	28	33
	6- 8	39	47	30	49	49	55	27	45	38	40	24	28
	9-11	26	22	20	20	27	24	18	24	23	22	12	26
1981-82	1- 2	71	66	60	56	68	74	62	59	72	74	63	71
	2- 3	66	64	56	48	65	79	59	61	67	75	63	58
	3- 4	55	58	41	49	71	69	55	58	62	62	48	43
	4- 5	52	54	43	43	63	70	58	58	51	62	47	45
	5- 6	49	56	46	44	58	63	56	47	49	51	45	38
	6- 7	51	48	44	25	58	54	52	16	48	44	38	27
	7- 8	43	47	27	45	48	55	18	39	39	42	19	26
	9-10	26	23	17	14	27	27	18	24	25	25	16	18
	10-11	23	22	21	22	27	24	24	21	25	22	21	26

Table A.41

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

NORTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	72	76	71	54					82	80	74	54
	2- 6	62	78	69	49					73	79	79	63
	3- 7	66	72	60	58	78	78	78	64	72	75	72	62
	4- 8	70	76	63	48	76	81	69	53	68	75	63	51
1979-82	1- 4	73	82	58	67					83	82	79	71
	2- 5	73	76	60	39					78	80	68	62
	3- 6	73	77	66	64	85	85	72	70	78	79	67	69
	4- 7	72	72	61	61	75	77	69	66	77	73	66	63
	5- 8	74	76	65	60	78	81	67	61	75	77	64	58
1980-82	1- 3	73	72	60	54	75	88	55	75	82	84	65	67
	2- 4	79	82	63	63	71	87	62	72	81	81	66	68
	3- 5	72	74	66	59	81	86	75	73	76	79	72	62
	4- 6	67	76	64	64	77	84	71	69	71	79	64	69
	5- 7	68	72	54	60	77	77	73	66	74	73	60	62
	6- 8	71	74	61	62	74	78	68	63	76	75	66	58
	9-11	69	72	52	72	74	72	53	71	73	70	51	57
1981-82	1- 2	85	81	71	62	82	79	71	60	89	83	74	72
	2- 3	79	68	69	56	73	86	61	72	87	81	79	65
	3- 4	74	81	60	57	88	88	78	65	84	83	72	60
	4- 5	75	75	63	54	85	87	69	64	73	80	63	54
	5- 6	73	78	64	49	83	85	73	58	76	79	65	63
	6- 7	75	71	64	58	79	75	67	64	74	72	60	62
	7- 8	71	75	55	48	76	78	64	53	73	74	58	51
	9-10	71	70	50	62	71	75	47	63	69	64	55	49
	10-11	75	72	58	72	79	72	57	72	66	68	50	57
BLACK STUDENTS													
1978-82	1- 3	36	20	47	21					50	31	43	30
	2- 6	9	20	14	15					26	20	41	18
	3- 7	15	15	24	10	40	23	40	11	22	19	34	12
	4- 8	11	16	10	12	18	23	33	13	12	23	22	8
1979-82	1- 4	35	24	23	16					63	31	47	25
	2- 5	20	22	16	25					37	32	27	31
	3- 6	24	21	23	22	40	27	41	23	26	20	24	31
	4- 7	15	16	11	13	22	24	15	14	21	20	13	12
	5- 8	14	16	8	12	21	23	15	11	18	24	14	11
1980-82	1- 3	32	29	27	17	33	54	22	46	41	48	30	41
	2- 4	31	25	26	12	40	42	34	21	35	31	29	22
	3- 5	25	22	21	23	37	39	28	33	35	33	28	30
	4- 6	14	22	18	18	20	28	24	21	19	21	26	29
	5- 7	14	16	18	11	24	25	29	11	21	19	20	12
	6- 8	17	16	15	12	18	22	17	13	22	24	16	8
	9-11	9	10	4	8	15	11	6	6	9	13	4	6
1981-82	1- 2	48	37	47	28	48	50	36	47	54	47	43	48
	2- 3	43	29	14	12	48	55	24	40	58	48	41	36
	3- 4	30	24	24	11	47	41	40	21	45	31	34	23
	4- 5	23	23	10	21	34	39	33	29	26	32	22	30
	5- 6	16	22	19	15	29	28	30	14	24	23	20	18
	6- 7	21	16	18	10	23	24	32	11	22	19	24	12
	7- 8	13	16	7	12	18	22	10	13	20	24	10	8
	9-10	9	11	2	8	17	17	3	12	14	13	3	4
	10-11	10	10	7	8	16	10	9	8	9	13	5	8

Table A.41 (continued)

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

NORTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
						HISPANIC STUDENTS							
1978-82	1- 5	29	34	35	14					52	53	40	33
	2- 6	13	34	29	21					30	40	44	24
	3- 7	17	20	25	5	40	33	44	6	32	29	40	9
	4- 8	16	24	24	16	20	25	33	20	22	28	28	15
1979-82	1- 4	40	33	21	23					60	51	32	31
	2- 5	18	32	16	17					46	52	33	37
	3- 6	30	34	29	27	47	43	43	27	48	41	39	30
	4- 7	15	20	18	11	32	32	27	18	27	29	25	20
	5- 8	17	24	9	17	30	25	21	20	26	27	18	16
1980-82	1- 3	35	36	16	25	37	66	11	61	49	63	26	57
	2- 4	29	33	13	23	34	55	14	33	47	48	23	33
	3- 5	29	30	15	18	43	53	27	31	40	51	23	36
	4- 6	24	34	24	26	37	43	30	21	34	40	28	26
	5- 7	21	20	14	7	35	33	18	10	34	30	22	13
	6- 8	22	22	6	21	26	24	12	25	29	27	16	15
	9-11	25	24	9	23	29	32	11	27	25	26	8	19
1981-82	1- 2	47	37	35	28	43	48	35	39	55	45	40	43
	2- 3	44	38	29	24	51	69	36	54	59	62	44	58
	3- 4	34	39	25	12	64	65	44	16	5[illegible]	55	40	22
	4- 5	29	31	24	14	48	55	33	24	[illegible]8	51	28	32
	5- 6	25	35	18	21	46	43	29	19	42	41	21	24
	6- 7	28	20	23	5	36	33	20	6	41	30	31	9
	7- 8	20	23	7	16	27	25	17	20	23	26	8	15
	9-10	15	18	8	17	25	28	11	24	20	18	8	16
	10-11	23	24	15	24	36	32	13	24	25	26	16	20
						ALL RACES							
1978-82	1- 5	43	39	60	32					58	50	62	43
	2- 6	26	41	47	30					41	44	62	37
	3- 7	30	33	45	24	51	42	63	28	39	38	57	30
	4- 8	31	37	45	26	37	42	55	29	33	41	48	26
1979-82	1- 4	46	41	39	38					67	50	57	45
	2- 5	33	39	43	37					50	51	54	48
	3- 6	41	42	49	43	56	49	60	46	48	44	52	49
	4- 7	32	34	42	30	41	43	50	35	39	39	47	35
	5- 8	34	38	39	34	42	42	46	35	39	42	43	33
1980-82	1- 3	44	43	34	30	44	66	30	59	54	62	41	55
	2- 4	43	42	39	35	46	59	41	44	52	50	44	43
	3- 5	38	38	45	37	50	56	55	49	47	51	52	47
	4- 6	34	43	45	41	44	51	52	41	40	46	48	46
	5- 7	33	35	37	28	44	43	51	32	42	40	43	33
	6- 8	36	37	37	36	39	42	43	37	42	41	43	33
	9-11	42	43	25	47	46	45	27	48	44	44	25	39
1981-82	1- 2	58	49	60	38	55	57	59	48	63	56	62	54
	2- 3	54	43	47	27	56	67	47	53	67	62	62	53
	3- 4	44	45	45	25	64	62	63	32	60	54	57	33
	4- 5	39	40	45	32	53	58	55	42	43	52	48	43
	5- 6	37	44	41	30	52	51	51	33	47	47	42	37
	6- 7	40	35	47	24	45	43	50	28	45	40	48	30
	7- 8	35	39	31	26	41	43	38	29	39	42	34	26
	9-10	37	38	25	32	42	44	24	35	39	36	27	29
	10-11	45	43	30	46	51	45	30	46	41	43	27	38

Table A.42

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

NORTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	83	90	81	77					88	91	84	77
	2- 6	89	93	86	84					89	94	91	83
	3- 7	87	90	83	84	91	93	90	82	83	91	87	81
	4- 8	88	94	82	79	89	92	86	72	82	89	84	79
1979-82	1- 4	90	91	77	86					88	91	84	86
	2- 5	89	90	80	83					87	90	82	82
	3- 6	88	94	86	88	94	95	86	89	88	94	79	89
	4- 7	87	90	84	86	90	92	88	84	85	90	81	81
	5- 8	90	95	87	83	90	92	85	82	89	90	81	82
1980-82	1- 3	86	89	76	79	85	93	64	87	91	94	72	83
	2- 4	90	90	80	85	86	96	80	84	90	91	85	84
	3- 5	86	89	84	83	89	94	83	86	86	90	82	82
	4- 6	88	93	86	91	89	94	86	88	88	94	78	89
	5- 7	85	89	75	87	89	92	83	85	00	89	79	82
	6- 8	88	93	85	85	88	91	88	82	91	89	86	82
	9-11	89	85	74	84	85	81	69	85	86	82	69	77
1981-82	1- 2	92	93	81	85	89	91	80	84	95	94	84	83
	2- 3	94	87	86	81	91	93	82	83	93	93	91	81
	3- 4	92	93	83	76	96	97	90	77	92	93	87	77
	4- 5	90	90	82	77	93	95	86	82	87	91	84	77
	5- 6	89	94	82	84	96	95	86	81	88	94	77	83
	6- 7	90	89	83	84	92	91	86	82	89	88	87	81
	7- 8	89	93	79	79	91	92	86	72	91	89	80	79
	9-10	87	84	70	82	84	82	67	73	85	80	70	75
	10-11	90	85	72	82	88	81	73	86	84	82	71	79
BLACK STUDENTS													
1978-82	1- 5	69	44	70	40					59	54	54	44
	2- 6	40	41	61	41					48	46	57	38
	3- 7	40	40	46	23	57	45	62	24	36	42	56	31
	4- 8	31	46	38	35	38	48	59	25	25	46	57	30
1979-82	1- 4	67	55	55	39					75	61	64	46
	2- 5	49	45	42	44					54	57	49	48
	3- 6	48	41	46	49	60	50	58	53	43	47	41	52
	4- 7	33	41	28	26	41	47	32	28	38	43	24	35
	5- 8	40	46	30	33	42	48	35	30	36	46	31	31
1980-82	1- 3	58	58	43	47	47	70	37	62	55	68	41	60
	2- 4	53	55	50	35	63	70	61	40	62	61	56	42
	3- 5	48	45	36	44	56	64	41	52	53	56	42	50
	4- 6	37	43	42	42	43	52	47	45	39	48	42	46
	5- 7	32	41	35	23	42	47	47	22	40	43	29	29
	6- 8	43	46	30	33	42	48	31	26	42	46	30	31
	9-11	24	22	16	14	32	24	21	14	25	25	9	24
1981-82	1- 2	71	67	70	64	60	75	57	70	68	72	54	71
	2- 3	70	58	61	40	76	71	53	55	74	68	57	55
	3- 4	54	54	46	35	68	68	62	41	65	60	56	45
	4- 5	50	45	38	40	60	65	59	48	53	56	57	44
	5- 6	36	43	40	41	53	52	59	42	47	49	43	38
	6- 7	44	41	38	23	46	46	44	24	45	42	32	31
	7- 8	42	45	29	35	43	47	28	25	42	46	33	30
	9-10	26	25	11	19	35	36	11	27	33	32	13	14
	10-11	22	21	14	16	30	23	19	16	23	25	13	24

Table A.42. (continued)

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

NORTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	57	57	45	27					61	71	50	57
	2- 6	49	65	69	44					56	71	65	53
	3- 7	45	59	38	22	60	60	60	18	51	58	56	26
	4- 8	41	61	53	40	48	61	60	31	39	61	46	36
1979-82	1- 4	66	65	50	52					70	74	42	59
	2- 5	46	55	34	43					69	70	52	68
	3- 6	60	64	57	54	70	74	61	55	64	71	58	60
	4- 7	40	59	38	37	51	61	47	32	45	57	45	43
	5- 8	49	61	37	41	57	59	44	37	49	61	37	44
1980-82	1- 3	59	69	40	65	51	84	24	75	66	80	37	82
	2- 4	54	66	24	50	56	77	27	59	69	71	39	61
	3- 5	51	56	28	35	61	75	38	62	64	70	43	62
	4- 6	51	64	47	49	61	74	55	58	57	71	53	58
	5- 7	47	59	30	29	56	61	44	28	57	59	39	35
	6- 8	49	59	31	43	57	59	41	37	59	59	43	42
	9-11	49	42	28	47	53	45	29	49	47	43	26	40
1981-82	1- 2	74	74	45	62	60	77	45	66	72	70	50	77
	2- 3	73	75	69	57	77	85	64	73	82	81	65	80
	3- 4	68	73	38	37	82	85	60	45	80	79	56	47
	4- 5	58	57	53	27	71	76	60	56	67	71	46	56
	5- 6	52	65	38	44	74	74	47	52	64	72	47	53
	6- 7	58	60	47	22	62	61	45	18	64	60	51	26
	7- 8	54	58	37	40	58	58	38	31	55	60	29	36
	9-10	37	39	22	30	44	44	25	38	41	38	17	33
	10-11	53	43	25	44	55	46	26	40	46	42	33	40
ALL RACES													
1978-82	1- 5	69	59	74	51					67	68	73	63
	2- 6	57	64	75	59					62	68	78	60
	3- 7	55	60	65	43	68	63	76	43	54	61	75	48
	4- 8	51	65	68	51	57	65	75	43	47	64	70	49
1979-82	1- 4	72	67	64	61					77	72	66	66
	2- 5	58	59	64	60					67	69	70	69
	3- 6	63	64	72	69	73	71	75	70	63	69	67	72
	4- 7	51	61	63	51	59	65	69	51	55	61	63	56
	5- 8	58	66	63	56	62	66	65	53	56	64	60	58
1980-82	1- 3	66	69	54	61	57	80	41	73	68	79	51	74
	2- 4	63	68	55	58	67	80	59	63	72	73	63	64
	3- 5	59	60	61	58	66	75	64	70	65	70	65	68
	4- 6	58	65	67	66	63	72	70	67	60	70	65	69
	5- 7	53	61	56	49	61	65	67	48	60	62	60	53
	6- 8	59	65	59	57	61	66	65	52	62	64	63	57
	9-11	61	57	43	60	62	56	43	61	59	57	39	59
1981-82	1- 2	77	76	74	70	67	80	70	72	76	77	73	76
	2- 3	77	70	75	57	81	81	71	69	82	79	78	72
	3- 4	69	71	65	47	80	82	76	53	77	76	75	55
	4- 5	64	62	68	51	73	77	75	65	67	71	70	62
	5- 6	59	66	60	59	73	73	69	60	66	71	60	60
	6- 7	62	62	67	43	65	65	69	43	65	62	70	48
	7- 8	61	65	56	51	64	66	60	43	63	65	56	49
	9-10	54	53	40	46	57	57	39	47	57	54	39	46
	10-11	61	57	41	57	64	56	43	59	58	57	43	59

Table A.43

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

NORTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	64	68	66	36					73	66	69	40
	2- 6	51	71	71	49					62	67	67	52
	3- 7	59	63	54	46	73	69	74	45	60	61	66	38
	4- 8	62	69	57	45	63	72	64	48	58	68	56	48
1979-82	1- 4	75	74	58	55					85	72	75	53
	2- 5	60	67	54	57					68	68	64	54
	3- 6	63	71	56	57	74	77	64	66	67	67	59	60
	4- 7	62	62	58	57	69	70	61	52	61	62	56	47
	5- 8	63	68	49	57	69	72	53	56	63	68	48	60
1980-82	1- 3	82	73	64	54	77	90	58	75	78	83	64	72
	2- 4	73	73	59	53	70	86	56	69	74	71	66	51
	3- 5	63	68	55	51	71	79	65	63	66	68	61	49
	4- 6	63	70	55	56	73	77	58	65	66	68	53	57
	5- 7	59	64	50	52	70	69	60	50	65	61	56	45
	6- 8	61	67	44	56	67	70	54	56	67	67	52	58
	9-11	60	59	41	47	63	63	41	45	66	61	45	51
1981-82	1- 2	84	79	66	62	78	70	62	53	80	80	69	75
	2- 3	82	71	71	49	73	89	62	69	81	82	67	71
	3- 4	68	71	54	51	85	85	74	62	79	72	66	40
	4- 5	70	70	57	36	78	79	64	56	65	68	56	40
	5- 6	67	70	61	49	77	77	67	58	68	67	63	52
	6- 7	68	64	58	46	72	70	60	45	68	62	63	38
	7- 8	63	69	42	45	69	71	45	48	65	69	35	48
	9-10	67	68	45	49	68	72	44	53	70	63	46	38
	10-11	64	59	51	39	66	62	53	39	62	60	45	48
BLACK STUDENTS													
1978-82	1- 5	38	20	39	9					48	29	37	18
	2- 6	13	20	31	13					23	27	34	15
	3- 7	9	12	13	6	37	15	35	8	18	14	27	9
	4- 8	8	11	25	6	15	19	34	6	8	15	29	13
1979-82	1- 4	42	23	32	14					63	27	39	26
	2- 5	21	22	17	12					38	29	36	24
	3- 6	23	21	19	18	41	32	30	22	28	27	22	23
	4- 7	9	13	12	10	16	15	19	10	12	14	13	12
	5- 8	8	11	11	7	14	18	14	11	9	13	9	13
1980-82	1- 3	46	24	34	13	44	53	30	43	51	42	34	30
	2- 4	33	22	21	12	39	42	23	22	41	29	43	21
	3- 5	22	21	21	12	34	34	35	25	30	30	28	21
	4- 6	18	21	22	16	29	32	22	21	23	28	22	19
	5- 7	8	13	5	7	18	15	16	9	17	14	10	10
	6- 8	9	11	5	5	14	18	9	8	18	14	14	11
	9-11	20	21	10	18	27	27	11	15	18	18	7	15
1981-82	1- 2	51	35	39	26	53	47	42	32	60	50	37	50
	2- 3	34	23	31	15	44	53	27	41	40	40	34	31
	3- 4	21	22	13	12	45	41	35	21	39	29	27	19
	4- 5	20	22	25	9	31	34	34	22	24	30	29	18
	5- 6	17	21	25	13	35	32	35	16	28	28	26	15
	6- 7	13	14	10	6	19	15	10	8	19	15	14	9
	7- 8	9	11	6	6	15	18	8	6	14	14	11	13
	9-10	24	26	7	19	30	33	11	31	25	22	5	11
	10-11	23	21	14	7	32	28	18	7	19	19	7	12

Table A.43 (continued)

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

NORTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	28	36	29	13					42	49	41	22
	2- 6	17	37	30	21					32	53	44	32
	3- 7	18	28	14	7	34	36	43	7	24	34	26	13
	4- 8	21	29	25	0	26	37	19	10	25	38	24	7
1979-82	1- 4	38	36	14	21					62	44	29	27
	2- 5	21	35	15	17					36	48	34	31
	3- 6	25	35	18	23	44	47	23	25	35	53	21	28
	4- 7	18	27	6	13	30	34	21	18	28	32	19	25
	5- 8	27	27	11	13	32	34	18	24	25	33	15	27
1980-82	1- 3	45	39	15	25	40	73	13	46	50	61	28	46
	2- 4	32	35	15	20	33	58	18	29	48	43	24	25
	3- 5	25	34	16	16	40	57	22	29	37	49	32	29
	4- 6	26	34	13	25	40	46	20	25	44	50	23	32
	5- 7	21	27	14	13	32	34	23	15	36	33	40	22
	6- 8	26	27	19	10	32	34	15	19	41	33	21	24
	9-11	30	28	24	17	36	38	28	24	30	25	19	17
1981-82	1- 2	47	47	29	27	55	45	29	31	62	56	41	46
	2- 3	45	42	30	15	50	72	41	42	52	62	44	37
	3- 4	29	38	14	13	55	61	43	19	53	45	26	19
	4- 5	32	34	25	13	45	56	19	24	40	50	24	22
	5- 6	28	34	28	21	48	47	37	16	49	49	31	32
	6- 7	30	27	18	7	33	34	21	7	44	34	30	13
	7- 8	24	27	14	0	31	35	11	10	34	35	11	7
	9-10	35	27	21	20	40	43	17	32	42	31	13	17
	10-11	37	28	22	21	38	38	38	24	31	25	37	15
ALL RACES													
1978-82	1- 5	47	43	55	22					57	48	58	28
	2- 6	29	44	52	32					41	49	54	36
	3- 7	31	36	38	23	52	42	61	23	37	38	52	22
	4- 8	34	40	45	26	38	46	51	30	33	43	45	31
1979-82	1- 4	55	46	45	33					72	49	59	39
	2- 5	37	43	39	34					50	49	54	40
	3- 6	41	44	41	40	56	54	50	46	46	49	44	44
	4- 7	33	36	40	31	41	42	47	30	36	38	41	30
	5- 8	35	39	35	36	42	45	39	38	35	41	34	42
1980-82	1- 3	60	46	46	33	57	72	42	59	61	62	49	51
	2- 4	49	45	43	31	50	63	42	44	56	49	53	36
	3- 5	40	43	42	30	51	58	52	43	47	50	50	36
	4- 6	39	44	39	39	50	54	43	45	45	50	41	41
	5- 7	32	37	35	28	42	42	45	29	41	38	44	29
	6- 8	36	39	30	34	41	45	37	36	44	42	38	39
	9-11	40	40	29	33	45	46	30	34	42	40	30	38
1981-82	1- 2	65	55	55	38	65	58	54	40	69	65	58	38
	2- 3	56	47	52	27	58	73	49	52	59	62	54	46
	3- 4	42	45	38	27	64	64	61	37	59	50	52	28
	4- 5	43	44	45	22	54	58	51	37	45	51	45	28
	5- 6	41	45	46	32	56	55	53	36	50	50	48	36
	6- 7	40	38	40	23	44	42	42	23	45	39	47	22
	7- 8	37	41	24	26	43	46	26	30	41	43	22	31
	9-10	44	44	27	32	48	51	28	40	47	41	26	26
	10-11	45	41	35	26	49	46	39	27	41	40	32	33

Table A.44

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

NORTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	80	85	77	63					83	82	77	67
	2- 6	83	88	84	76					79	88	88	79
	3- 7	83	85	82	72	86	89	86	68	78	83	81	71
	4- 8	81	92	81	76	83	89	84	69	75	89	78	71
1979-82	1- 4	91	92	78	81					92	90	79	84
	2- 5	84	86	75	74					80	83	81	77
	3- 6	83	88	76	82	88	93	79	83	79	87	73	82
	4- 7	82	85	81	79	87	89	82	74	79	83	76	78
	5- 8	86	91	75	82	85	89	73	78	77	88	65	76
1980-82	1- 3	92	91	79	77	84	97	68	86	85	94	77	87
	2- 4	90	91	81	78	91	92	77	88	88	90	82	83
	3- 5	81	86	75	70	86	91	76	82	81	84	78	72
	4- 6	83	89	77	79	88	93	76	81	84	88	75	80
	5- 7	80	85	76	78	86	88	78	73	83	83	75	77
	6- 8	83	90	74	81	87	89	75	76	82	88	73	74
	9-11	85	78	62	66	79	76	56	61	81	76	62	62
1981-82	1- 2	93	92	77	83	86	91	75	77	89	93	77	90
	2- 3	96	90	84	71	92	96	84	80	92	93	88	83
	3- 4	87	91	82	76	94	97	86	83	90	90	81	79
	4- 5	87	86	81	63	90	91	84	77	83	84	78	67
	5- 6	85	89	80	76	92	92	85	78	85	87	80	79
	6- 7	87	86	88	72	90	88	87	68	86	84	85	71
	7- 8	88	91	73	76	88	89	68	69	85	87	67	71
	9-10	85	85	67	73	83	80	62	68	84	83	65	66
	10-11	83	77	70	61	79	76	63	59	80	75	71	62
BLACK STUDENTS													
1978-82	1- 5	69	44	63	30					60	47	46	35
	2- 6	49	44	56	30					47	50	52	35
	3- 7	35	37	38	21	55	44	49	19	34	37	44	16
	4- 8	25	41	57	30	34	43	53	26	20	37	52	23
1979-82	1- 4	72	54	61	43					74	57	48	43
	2- 5	46	45	40	33					60	48	51	46
	3- 6	50	44	41	38	65	56	50	47	42	50	37	46
	4- 7	30	38	26	26	41	45	38	26	30	37	27	25
	5- 8	31	42	30	28	36	42	29	26	24	37	22	23
1980-82	1- 3	69	56	52	41	60	74	42	62	63	66	44	58
	2- 4	60	55	43	36	66	70	49	48	61	57	55	41
	3- 5	45	44	34	33	53	64	52	44	52	49	48	43
	4- 6	44	45	34	34	51	57	39	41	46	52	34	39
	5- 7	23	37	25	26	36	44	32	23	36	37	31	20
	6- 8	34	42	25	25	37	43	24	23	39	38	28	20
	9-11	40	37	24	27	46	41	29	17	35	32	16	22
1981-82	1- 2	71	59	63	51	68	73	58	55	73	73	46	66
	2- 3	65	56	56	41	70	73	53	63	63	65	52	58
	3- 4	50	53	38	39	65	70	49	48	60	57	44	37
	4- 5	47	45	57	30	55	64	53	37	50	50	52	35
	5- 6	40	46	38	30	56	56	51	43	49	52	40	35
	6- 7	38	38	40	21	46	45	38	19	41	38	43	16
	7- 8	38	41	22	30	42	41	20	26	35	37	26	23
	9-10	43	41	18	29	50	45	26	40	41	41	12	26
	10-11	43	37	27	14	45	41	28	16	39	33	27	19

Table A.44 (continued)

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

NORTHEAST SUBDISTRICT

YEARS	GRADES	READING COHORT PRE	READING COHORT POST	READING NON-COHORT PRE	READING NON-COHORT POST	LANGUAGE COHORT PRE	LANGUAGE COHORT POST	LANGUAGE NON-COHORT PRE	LANGUAGE NON-COHORT POST	MATHEMATICS COHORT PRE	MATHEMATICS COHORT POST	MATHEMATICS NON-COHORT PRE	MATHEMATICS NON-COHORT POST
HISPANIC STUDENTS													
1978-82	1- 5	58	60	54	32					61	71	67	40
	2- 6	53	66	58	32					56	80	59	58
	3- 7	42	56	36	24	49	59	49	29	40	58	51	40
	4- 8	48	59	56	21	49	65	56	24	39	70	56	31
1979-82	1- 4	60	68	43	41					72	76	42	47
	2- 5	49	60	45	39					57	70	47	52
	3- 6	54	64	34	43	63	80	41	55	54	81	35	55
	4- 7	39	55	31	35	55	60	40	38	45	58	31	44
	5- 8	49	56	38	40	56	62	45	38	48	67	37	51
1980-82	1- 3	70	69	45	51	54	87	24	62	61	81	35	69
	2- 4	57	66	40	40	66	85	35	50	68	73	58	46
	3- 5	47	59	35	37	59	78	42	49	62	70	52	50
	4- 6	51	63	34	43	65	80	53	51	67	78	43	64
	5- 7	41	54	30	37	55	60	48	36	55	57	56	44
	6- 8	53	56	48	37	56	61	30	33	64	67	48	46
	9-11	56	44	40	35	57	53	44	36	54	45	40	46
1981-82	1- 2	76	74	54	52	71	79	50	55	77	78	67	67
	2- 3	76	72	58	38	78	88	63	53	74	83	59	60
	3- 4	58	68	36	32	71	86	49	44	72	75	51	39
	4- 5	61	59	56	32	74	77	56	43	71	72	56	40
	5- 6	57	64	47	32	78	79	49	42	66	78	45	58
	6- 7	51	56	32	24	56	59	38	29	61	57	52	40
	7- 8	53	56	38	21	60	62	37	24	59	68	36	31
	9-10	64	52	40	40	64	61	35	39	66	61	38	43
	10-11	61	45	52	32	57	53	55	38	60	45	57	50
ALL RACES													
1978-82	1- 5	72	64	72	44					70	66	68	50
	2- 6	64	66	71	52					62	71	73	60
	3- 7	56	61	65	42	67	65	72	42	52	60	69	44
	4- 8	54	67	71	52	59	68	72	49	48	66	69	50
1979-82	1- 4	78	72	69	59					81	74	66	62
	2- 5	62	65	63	53					68	67	70	62
	3- 6	65	67	62	62	75	76	67	67	60	71	59	66
	4- 7	54	61	62	50	63	66	67	49	54	61	59	54
	5- 8	58	66	59	60	61	67	58	57	51	65	51	58
1980-82	1- 3	78	72	65	58	68	86	52	72	72	80	60	73
	2- 4	72	72	65	55	76	84	63	65	74	74	72	60
	3- 5	60	65	60	51	68	78	66	61	66	68	68	58
	4- 6	62	67	59	58	70	77	63	64	66	72	60	64
	5- 7	50	60	58	50	60	65	64	48	60	61	62	53
	6- 8	59	66	58	57	63	67	54	54	63	66	58	54
	9-11	63	57	47	49	63	59	46	46	60	55	44	50
1981-82	1- 2	81	76	72	62	77	82	68	62	81	83	68	75
	2- 3	80	73	71	51	81	86	71	67	77	80	73	68
	3- 4	67	72	65	51	78	84	72	60	75	74	69	53
	4- 5	67	65	71	44	73	78	72	54	68	69	69	50
	5- 6	63	68	63	52	76	76	70	59	68	72	63	60
	6- 7	61	62	67	42	66	66	67	42	64	62	70	44
	7- 8	64	67	49	52	67	67	46	49	62	66	48	50
	9-10	64	61	44	50	66	62	45	51	63	62	41	49
	10-11	65	58	53	39	63	59	50	43	62	55	55	47

Table A.45

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

SOUTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	47	48	51	34					65	55	55	40
	2- 6	37	50	44	39					45	50	54	40
	3- 7	43	44	41	25	64	52	55	29	47	45	56	24
	4- 8	45	47	45	28	46	53	49	29	38	48	43	31
1979-82	1- 4	53	51	38	38					78	55	64	42
	2- 5	45	46	36	38					57	57	49	43
	3- 6	50	50	43	41	60	57	49	48	51	51	43	44
	4- 7	50	44	45	31	55	52	49	34	49	47	45	29
	5- 8	46	48	33	26	55	54	41	31	44	49	32	31
1980-82	1- 3	60	48	42	37	55	71	39	61	61	66	50	58
	2- 4	55	50	36	38	53	68	40	44	64	55	49	39
	3- 5	48	46	37	37	60	67	49	50	58	55	48	45
	4- 6	43	49	38	43	58	58	52	42	47	51	41	41
	5- 7	41	43	36	30	53	50	46	34	47	45	40	28
	6- 8	44	47	38	24	50	54	37	29	48	49	38	30
	9-11	42	40	26	34	44	39	23	27	39	37	25	29
1981-82	1- 2	60	57	51	46	59	55	46	46	61	65	55	60
	2- 3	59	47	44	37	58	71	44	58	63	66	54	55
	3- 4	51	50	41	34	71	67	55	38	64	55	56	33
	4- 5	48	46	45	34	60	67	49	46	51	55	43	40
	5- 6	42	50	35	39	59	58	49	36	54	51	45	40
	6- 7	49	44	42	25	53	51	46	29	51	45	39	24
	7- 8	42	45	21	28	50	53	27	29	48	47	28	31
	9-10	45	43	19	20	40	44	17	20	46	38	19	24
	10-11	44	41	26	19	43	40	25	14	34	38	22	12
BLACK STUDENTS													
1978-82	1- 5	31	20	48	14					46	30	52	13
	2- 6	13	21	39	10					23	22	30	13
	3- 7	14	19	21	7	46	28	38	6	20	23	32	6
	4- 8	12	17	15	12	20	25	23	9	13	20	17	12
1979-82	1- 4	38	18	34	15					58	27	43	20
	2- 5	23	21	15	20					37	31	19	20
	3- 6	24	21	28	16	41	33	32	15	31	22	24	19
	4- 7	20	20	17	9	31	29	22	10	22	23	21	11
	5- 8	14	17	17	15	25	26	19	16	17	21	14	13
1980-82	1- 3	46	32	37	22	46	53	29	34	46	41	39	32
	2- 4	27	18	11	17	40	41	30	24	33	26	24	21
	3- 5	21	21	11	21	36	42	28	23	30	31	21	19
	4- 6	19	22	13	14	31	34	27	12	23	23	24	18
	5- 7	16	19	11	10	31	28	17	10	25	23	16	11
	6- 8	17	17	11	13	21	25	23	16	21	21	15	13
	9-11	7	4	5	8	11	7	9	8	9	7	4	8
1981-82	1- 2	47	43	48	23	50	62	49	38	52	49	52	34
	2- 3	43	32	39	20	53	52	52	33	45	40	30	32
	3- 4	22	19	21	12	48	42	38	19	35	27	32	17
	4- 5	23	22	15	14	41	42	23	16	28	31	17	13
	5- 6	17	22	16	10	33	33	26	13	26	23	28	13
	6- 7	21	20	18	7	28	29	18	6	23	24	18	6
	7- 8	18	18	11	12	23	26	19	9	20	21	17	12
	9-10	8	9	5	3	11	14	7	11	8	8	5	3
	10-11	6	4	4	10	13	6	9	10	6	6	3	13

Table A.45 (continued)

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

SOUTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	23	24	33	0					44	31	34	16
	2- 6	10	29	8	15					27	35	62	8
	3- 7	13	27	38	11	38	37	54	9	28	36	25	5
	4- 8	22	26	27	8	31	33	40	8	26	28	21	16
1979-82	1- 4	43	33	38	13					63	43	59	32
	2- 5	18	25	48	9					39	35	57	21
	3- 6	23	30	21	20	49	41	29	26	39	33	21	22
	4- 7	26	26	14	12	43	38	18	15	32	38	17	11
	5- 8	25	27	17	6	36	33	28	6	27	29	7	15
1980-82	1- 3	41	23	13	26	41	59	21	52	46	46	33	44
	2- 4	31	30	19	8	44	48	27	21	43	44	28	19
	3- 5	25	23	43	8	41	44	57	32	30	34	48	24
	4- 6	29	30	25	18	38	42	19	24	30	35	13	16
	5- 7	19	27	0	7	36	38	20	9	36	35	19	10
	6- 8	28	26	18	6	31	31	14	13	31	30	19	13
	9-11	23	18	17	33	25	20	22	33	20	20	22	0
1981-82	1- 2	56	46	33	28	56	54	33	38	54	53	34	47
	2- 3	39	25	8	21	46	57	0	56	43	45	62	47
	3- 4	29	30	38	13	64	51	54	22	52	43	25	26
	4- 5	22	23	27	0	43	46	40	21	28	34	21	16
	5- 6	22	29	18	15	38	39	18	15	34	34	25	8
	6- 7	25	24	6	11	31	35	12	9	38	36	18	5
	7- 8	23	25	4	8	29	32	4	8	28	28	0	16
	9-10	17	20	17	27	23	20	12	20	17	16	11	13
	10-11	17	16	17	0	18	19	17	0	14	19	8	0
ALL RACES													
1978-82	1- 5	37	32	48	24					54	41	51	29
	2- 6	23	34	42	28					33	35	51	29
	3- 7	26	31	37	15	53	39	52	17	33	34	50	14
	4- 8	27	31	38	20	33	38	43	20	26	33	38	23
1979-82	1- 4	46	35	37	28					68	41	60	34
	2- 5	32	33	32	29					46	43	43	33
	3- 6	35	35	38	31	51	44	44	36	40	36	38	35
	4- 7	33	31	38	21	43	40	42	23	35	35	39	20
	5- 8	29	32	29	20	40	39	36	23	30	34	26	24
1980-82	1- 3	52	39	38	32	50	62	36	53	53	53	46	49
	2- 4	41	34	30	28	47	54	36	35	49	42	43	31
	3- 5	34	33	33	29	48	54	45	40	42	42	43	35
	4- 6	31	35	33	31	44	45	46	31	34	37	36	32
	5- 7	28	31	29	19	42	39	40	21	36	34	34	19
	6- 8	30	32	31	19	35	39	32	23	34	34	32	24
	9-11	23	21	18	22	27	21	18	19	23	21	18	19
1981-82	1- 2	54	50	48	36	55	58	45	42	57	57	51	50
	2- 3	51	39	42	30	55	62	43	51	54	53	51	47
	3- 4	38	35	37	22	61	56	52	28	51	43	50	26
	4- 5	35	33	38	24	50	54	43	33	39	43	38	29
	5- 6	29	35	30	28	45	45	43	27	40	37	40	29
	6- 7	34	31	35	15	40	40	39	17	38	35	34	14
	7- 8	29	31	16	20	36	39	23	20	34	34	22	23
	9-10	25	25	14	14	25	28	13	17	26	22	13	14
	10-11	24	21	18	15	26	22	19	13	19	21	15	12

Table A.46

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

SOU[illegible]ST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	73	75	71	61					75	75	66	57
	2- 6	73	76	73	61					71	75	77	67
	3- 7	70	73	63	56	79	78	72	55	69	74	68	55
	4- 8	70	81	68	65	72	79	68	50	59	75	67	59
1979-82	1- 4	80	78	70	69					86	80	73	67
	2- 5	74	73	61	68					76	75	70	62
	3- 6	76	76	73	68	79	82	74	73	69	75	61	72
	4- 7	75	73	69	63	81	77	73	64	67	74	66	62
	5- 8	78	81	66	62	80	80	65	51	71	76	57	61
1980-82	1- 3	79	77	61	71	68	84	56	82	74	82	63	81
	2- 4	79	77	62	66	81	87	65	69	80	79	68	67
	3- 5	68	74	62	65	76	84	67	73	72	74	70	62
	4- 6	69	76	64	66	76	83	74	69	70	75	67	68
	5- 7	65	73	64	61	74	76	71	60	69	74	64	61
	6- 8	75	80	60	62	77	79	57	51	73	77	62	56
	9-11	71	64	45	54	66	52	36	46	65	57	39	49
1981-82	1- 2	77	80	71	70	71	81	65	72	72	82	66	76
	2- 3	82	77	73	68	81	85	71	79	83	84	77	75
	3- 4	75	78	63	61	84	87	72	62	80	80	68	62
	4- 5	76	74	68	61	83	85	68	64	78	75	67	57
	5- 6	73	77	65	61	79	83	71	64	75	76	65	6[illegible]
	6- 7	75	73	71	56	78	77	73	55	74	74	62	5[illegible]
	7- 8	75	78	53	65	75	77	46	50	75	75	52	59
	9-10	68	64	38	34	58	57	32	36	65	64	35	37
	10-11	68	65	48	40	58	54	39	33	61	56	42	47
BLACK STUDENTS													
1978-82	1- 5	60	48	60	25					56	52	58	35
	2- 6	48	48	79	34					45	44	52	32
	3- 7	48	50	34	25	66	57	51	20	37	49	43	24
	4- 8	32	49	44	39	43	52	44	24	30	48	36	30
1979-82	1- 4	72	49	63	41					69	54	53	40
	2- 5	55	49	33	37					58	53	33	42
	3- 6	52	48	53	44	65	58	51	43	48	43	38	39
	4- 7	46	51	40	29	59	60	43	27	41	52	31	29
	5- 8	44	50	38	41	49	53	44	26	33	48	25	34
1980-82	1- 3	69	62	50	52	59	75	46	57	59	67	51	60
	2- 4	55	49	42	40	63	68	42	44	58	53	35	41
	3- 5	47	49	26	38	57	67	44	46	51	53	34	39
	4- 6	43	49	32	43	54	59	51	42	43	44	37	38
	5- 7	41	49	34	32	54	58	35	28	45	50	27	30
	6- 8	42	49	38	46	44	51	46	33	37	47	35	37
	9-11	24	17	14	14	28	19	13	16	20	14	12	16
1981-82	1- 2	70	75	60	55	68	85	66	62	68	71	58	58
	2- 3	74	62	79	49	81	74	79	54	65	67	52	56
	3- 4	49	50	34	35	67	68	51	42	57	54	43	37
	4- 5	50	50	44	25	65	68	44	34	54	53	36	35
	5- 6	43	49	41	34	57	59	45	35	44	44	45	32
	6- 7	52	51	44	25	58	59	55	20	48	51	44	24
	7- 8	48	49	41	39	48	51	47	24	46	48	33	30
	9-10	24	21	15	15	28	25	14	17	22	20	10	18
	10-11	18	15	11	20	23	18	17	20	21	14	14	18

Table A.46 (continued)

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

SOUTHEAST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	51	54	57	38					64	60	48	36
	2- 6	48	58	62	30					47	66	62	50
	3- 7	56	64	77	33	65	68	77	33	40	57	83	43
	4- 8	52	63	47	23	59	69	67	32	42	57	43	40
1979-82	1- 4	72	75	71	45					71	75	73	55
	2- 5	53	58	71	21					63	61	71	43
	3- 6	48	59	42	43	66	70	53	52	51	64	37	60
	4- 7	50	64	38	39	61	66	59	41	51	56	43	53
	5- 8	57	64	45	25	73	69	59	27	51	59	46	38
1980-82	1- 3	58	63	28	51	57	76	31	73	61	66	49	67
	2- 4	59	69	49	39	65	81	46	59	65	74	42	42
	3- 5	49	52	57	29	56	79	70	51	47	59	67	45
	4- 6	50	60	31	37	67	71	44	42	53	65	25	55
	5- 7	47	65	35	33	62	67	40	33	50	60	44	44
	6- 8	54	61	50	31	62	66	32	40	57	57	48	42
	9-11	37	28	27	33	37	31	32	67	38	30	27	67
1981-82	1- 2	79	80	57	55	70	81	57	62	69	74	48	74
	2- 3	71	61	62	54	78	72	50	80	67	65	62	70
	3- 4	67	71	77	40	75	81	77	64	71	72	83	49
	4- 5	57	52	47	16	75	79	67	38	57	59	43	36
	5- 6	50	58	36	30	62	69	27	35	61	66	33	50
	6- 7	56	63	39	33	69	65	35	33	61	60	53	43
	7- 8	60	63	21	23	69	67	17	32	56	57	27	40
	9-10	39	38	28	47	36	39	24	33	39	31	11	40
	10-11	33	27	38	0	39	31	46	0	35	32	21	0
ALL RACES													
1978-82	1- 5	65	60	67	45					65	63	62	48
	2- 6	59	61	74	50					56	60	72	55
	3- 7	59	62	59	40	74	68	69	37	51	61	65	41
	4- 8	51	65	62	51	58	66	64	39	44	61	60	48
1979-82	1- 4	76	64	69	57					77	68	69	58
	2- 5	63	61	56	53					67	64	62	52
	3- 6	62	62	67	58	71	70	68	62	57	59	54	61
	4- 7	59	62	62	47	69	68	67	47	53	62	58	49
	5- 8	60	65	59	51	65	66	60	41	52	61	49	51
1980-82	1- 3	73	69	55	63	63	79	51	74	67	74	60	73
	2- 4	67	65	57	54	72	78	59	59	69	68	60	55
	3- 5	57	60	55	53	66	76	63	62	60	63	63	53
	4- 6	56	62	57	56	66	71	68	58	56	60	59	58
	5- 7	52	61	57	45	64	67	63	43	57	62	56	47
	6- 8	58	64	54	53	61	65	53	44	55	61	55	50
	9-11	45	38	34	36	45	34	31	33	41	33	30	35
1981-82	1- 2	75	78	67	63	70	83	64	68	70	77	62	70
	2- 3	78	70	74	59	81	80	71	72	74	75	72	68
	3- 4	64	66	59	48	76	79	69	55	70	69	65	50
	4- 5	63	61	62	45	74	77	64	51	65	64	60	48
	5- 6	58	63	59	50	68	71	64	53	60	61	59	55
	6- 7	63	62	64	40	68	68	67	37	62	63	58	41
	7- 8	61	64	47	51	62	65	44	39	60	61	45	48
	9-10	45	42	29	27	42	41	25	28	43	41	25	29
	10-11	41	38	35	31	39	34	32	27	40	34	31	33

Table A.47

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

SOUTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	48	56	53	45					65	61	61	48
	2- 6	45	61	45	31					60	62	56	35
	3- 7	54	52	35	19	65	61	44	25	50	54	42	23
	4- 8	44	54	52	35	47	56	60	40	45	53	49	36
1979-82	1- 4	60	53	50	46					79	59	70	50
	2- 5	46	56	46	49					61	62	56	52
	3- 6	57	63	49	48	69	70	56	59	64	64	55	53
	4- 7	53	53	47	33	61	63	51	38	50	55	42	38
	5- 8	49	54	42	37	52	56	45	41	46	54	37	34
1980-82	1- 3	66	50	50	37	60	72	53	54	74	70	60	58
	2- 4	58	53	52	43	56	69	45	51	66	59	64	48
	3- 5	48	55	49	50	63	72	57	56	62	61	51	51
	4- 6	53	64	52	38	62	71	54	46	54	66	45	41
	5- 7	49	53	42	30	63	61	53	34	54	54	44	38
	6- 8	51	53	45	39	55	55	40	41	51	52	38	40
	9-11	51	53	30	46	54	53	33	49	52	48	29	29
1981-82	1- 2	69	64	53	53	67	62	49	56	78	73	61	75
	2- 3	66	48	45	39	57	71	41	50	73	69	56	55
	3- 4	50	53	35	42	70	69	44	50	58	58	42	47
	4- 5	58	56	52	45	66	72	60	47	56	62	49	48
	5- 6	58	63	53	31	70	72	62	33	62	65	57	35
	6- 7	61	54	55	19	68	62	61	25	60	56	53	23
	7- 8	48	53	36	35	55	54	46	40	47	52	38	36
	9-10	50	59	30	43	60	59	28	39	52	47	21	27
	10-11	56	53	47	44	59	53	45	44	47	48	38	25
BLACK STUDENTS													
1978-82	1- 5	41	35	46	21					57	49	38	33
	2- 6	20	37	50	29					31	41	41	27
	3- 7	20	24	33	14	53	40	54	29	24	33	33	14
	4- 8	20	24	26	20	28	33	41	26	19	26	34	22
1979-82	1- 4	49	38	42	30					69	48	51	37
	2- 5	28	36	23	23					43	49	30	35
	3- 6	30	36	25	41	54	49	44	49	34	40	25	42
	4- 7	21	25	23	21	38	42	36	32	26	34	21	23
	5- 8	21	25	23	21	32	35	39	30	20	27	20	25
1980-82	1- 3	56	40	44	28	56	72	41	61	53	57	35	45
	2- 4	49	37	43	27	59	62	46	41	50	48	37	36
	3- 5	33	35	29	22	48	61	37	43	39	48	28	36
	4- 6	28	38	24	32	41	50	27	40	34	41	23	35
	5- 7	21	25	30	23	41	40	39	38	31	33	29	22
	6- 8	24	24	20	22	30	34	23	30	27	27	18	26
	9-11	14	16	7	13	20	22	9	18	16	15	4	11
1981-82	1- 2	65	54	46	34	64	64	44	50	59	61	38	47
	2- 3	59	39	50	25	67	71	55	57	60	57	41	42
	3- 4	37	38	33	21	65	61	54	37	46	48	33	29
	4- 5	33	35	26	21	54	60	41	40	39	48	34	33
	5- 6	33	38	29	29	53	50	51	31	44	42	36	27
	6- 7	36	26	43	14	46	41	48	29	38	34	39	14
	7- 8	23	25	9	20	32	34	15	26	26	27	5	22
	9-10	17	18	4	10	28	32	10	15	17	14	7	4
	10-11	21	16	10	10	28	22	14	15	15	15	7	8

Table A.47 (continued)

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

SOUTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	30	30	39	14					51	40	51	24
	2- 6	15	31	27	9					32	39	41	17
	3- 7	19	22	12	9	43	33	37	10	27	27	32	11
	4- 8	11	18	27	7	22	27	40	10	15	23	24	12
1979-82	1- 4	41	32	25	20					70	47	54	27
	2- 5	18	29	14	24					42	40	31	32
	3- 6	22	30	14	18	45	45	21	25	39	38	24	27
	4- 7	20	21	14	11	35	33	23	15	25	27	13	14
	5- 8	13	17	12	9	27	26	18	10	19	22	15	12
1980-82	1- 3	40	30	18	18	36	65	18	53	54	51	33	46
	2- 4	32	31	20	17	38	57	23	27	48	45	27	26
	3- 5	22	29	17	21	42	52	27	37	36	41	23	32
	4- 6	23	31	16	11	34	46	23	16	32	38	16	22
	5- 7	20	21	18	10	33	33	28	12	33	27	18	14
	6- 8	17	17	14	9	24	25	17	11	24	22	16	13
	9-11	17	16	4	21	21	20	9	18	14	21	6	21
1981-82	1- 2	59	47	39	31	53	54	40	39	67	60	51	55
	2- 3	39	30	27	18	44	67	38	46	53	51	41	44
	3- 4	31	31	12	16	57	56	37	25	44	44	32	26
	4- 5	29	31	27	14	50	54	40	27	37	42	24	24
	5- 6	26	31	10	9	46	45	27	13	38	39	24	17
	6- 7	29	21	23	9	37	33	27	10	34	27	29	11
	7- 8	15	17	12	7	26	25	17	10	20	22	13	12
	9-10	17	23	6	12	27	29	9	18	22	15	6	9
	10-11	19	17	9	13	30	21	16	8	17	22	10	8
ALL RACES													
1978-82	1- 5	39	37	48	24					57	48	52	32
	2- 6	24	41	40	21					38	45	47	25
	3- 7	28	30	28	12	53	43	46	19	31	36	36	14
	4- 8	23	29	38	19	31	36	48	23	24	31	37	22
1979-82	1- 4	49	39	41	30					71	50	61	36
	2- 5	28	37	32	30					46	48	44	38
	3- 6	34	41	36	35	54	52	47	43	43	45	42	40
	4- 7	28	31	33	20	42	44	41	26	31	37	30	23
	5- 8	25	29	30	20	35	37	37	25	26	31	28	23
1980-82	1- 3	52	39	36	26	49	70	36	56	58	57	43	48
	2- 4	45	39	40	27	51	62	39	38	53	49	45	35
	3- 5	32	37	35	29	49	60	44	44	43	48	38	38
	4- 6	32	42	37	26	44	54	41	34	38	46	34	32
	5- 7	27	31	32	18	44	43	43	25	37	36	33	22
	6- 8	28	29	30	21	34	36	29	25	31	31	28	25
	9-11	23	24	14	25	28	28	17	28	23	24	14	19
1981-82	1- 2	64	54	48	38	61	60	45	47	66	63	52	57
	2- 3	53	38	40	26	57	70	44	51	60	57	47	46
	3- 4	38	39	28	24	64	61	46	34	48	49	36	33
	4- 5	37	38	38	24	55	61	48	36	42	49	37	32
	5- 6	37	42	36	21	55	54	51	24	46	46	44	25
	6- 7	40	31	42	13	48	44	47	19	42	37	43	14
	7- 8	26	29	21	19	35	36	28	23	29	31	22	22
	9-10	23	27	12	17	34	36	14	21	25	20	10	11
	10-11	28	24	23	20	35	28	25	22	23	24	18	13

Table A.48

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

SOUTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
WHITE STUDENTS													
1978-82	1- 5	73	81	69	58					76	81	72	65
	2- 6	79	88	68	70					80	84	79	69
	3- 7	81	82	64	49	81	80	66	46	71	78	62	54
	4- 8	67	82	72	64	75	81	83	57	67	77	76	64
1979-82	1- 4	81	78	78	67					86	77	79	71
	2- 5	73	81	69	68					81	82	72	71
	3- 6	80	88	75	83	84	88	78	79	75	83	67	81
	4- 7	79	82	73	65	81	81	77	62	68	79	59	65
	5- 8	76	81	72	63	75	80	65	58	66	75	60	64
1980-82	1- 3	81	74	69	61	75	87	68	77	84	86	74	74
	2- 4	82	77	71	65	83	85	67	72	83	77	80	69
	3- 5	72	80	71	68	83	89	74	73	76	81	66	68
	4- 6	76	88	71	79	81	89	76	74	78	85	69	76
	5- 7	76	81	69	61	80	81	74	52	72	78	67	64
	6- 8	75	80	71	66	77	79	65	61	74	75	65	69
	9-11	75	65	51	59	69	63	49	59	66	67	51	56
1981-82	1- 2	86	83	69	76	78	85	66	75	86	86	72	90
	2- 3	85	73	68	60	82	87	68	74	90	83	79	76
	3- 4	75	77	64	62	84	85	66	68	79	77	62	66
	4- 5	80	82	72	58	88	90	83	65	77	81	76	65
	5- 6	80	89	75	70	89	89	82	62	79	85	76	69
	6- 7	84	83	77	49	87	82	85	46	81	80	79	54
	7- 8	76	80	69	64	78	79	65	57	76	75	70	64
	9-10	74	75	59	52	73	71	39	55	69	67	43	55
	10-11	74	69	69	59	72	64	62	53	72	67	58	50
BLACK STUDENTS													
1978-82	1- 5	72	67	60	52					70	71	52	53
	2- 6	63	69	71	59					57	69	62	61
	3- 7	56	63	55	47	73	67	68	47	44	59	50	40
	4- 8	42	61	62	42	56	64	61	43	36	51	54	50
1979-82	1- 4	77	71	69	61					81	73	61	65
	2- 5	63	67	52	53					62	72	51	58
	3- 6	61	68	58	70	78	80	69	77	52	68	45	72
	4- 7	49	63	41	50	65	69	60	58	46	61	42	49
	5- 8	52	61	56	54	57	65	58	54	41	53	42	50
1980-82	1- 3	72	75	58	60	70	87	51	77	65	76	49	68
	2- 4	77	71	69	58	83	84	73	72	69	73	58	64
	3- 5	59	66	50	52	66	82	57	69	60	71	48	58
	4- 6	58	69	47	64	69	81	59	73	58	70	49	63
	5- 7	52	62	60	55	65	68	66	58	55	59	51	54
	6- 8	53	62	39	50	59	65	45	52	49	52	32	53
	9-11	36	34	21	32	42	34	22	28	30	31	12	25
1981-82	1- 2	82	81	60	66	76	87	61	73	73	81	52	72
	2- 3	84	72	71	61	88	86	79	77	79	76	62	63
	3- 4	66	72	55	51	82	85	68	65	68	72	50	63
	4- 5	62	65	62	52	78	82	61	67	66	71	54	53
	5- 6	64	69	53	59	79	81	69	64	66	70	58	61
	6- 7	64	63	69	47	74	69	65	47	65	61	69	40
	7- 8	57	62	32	42	63	65	36	43	53	53	30	50
	9-10	40	37	16	24	51	46	28	27	34	34	15	21
	10-11	40	34	23	25	42	34	23	23	36	31	19	17

Table A.48 (continued)

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

SOUTHWEST SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HISPANIC STUDENTS													
1978-82	1- 5	61	61	62	33					64	66	60	44
	2- 6	52	66	57	37					59	70	59	43
	3- 7	51	57	37	30	62	63	55	33	45	54	47	39
	4- 8	32	54	53	28	50	61	66	26	33	54	55	36
1979-82	1- 4	71	67	56	50					82	73	65	57
	2- 5	48	60	35	46					62	65	52	54
	3- 6	53	64	35	48	70	77	45	53	56	68	40	54
	4- 7	47	56	34	36	62	62	49	41	45	54	29	46
	5- 8	45	54	36	33	55	60	46	31	40	54	30	37
1980-82	1- 3	63	65	37	51	50	83	35	72	70	72	43	69
	2- 4	63	65	43	48	65	84	43	62	68	71	45	56
	3- 5	47	58	38	43	61	75	41	57	58	66	41	51
	4- 6	55	64	35	44	64	77	48	49	55	68	44	50
	5- 7	48	56	39	32	63	62	51	40	53	54	45	45
	6- 8	47	53	37	33	53	59	39	33	54	54	35	39
	9-11	42	30	18	36	43	40	19	27	36	34	15	33
1981-82	1- 2	79	76	62	61	65	81	59	68	79	78	60	72
	2- 3	69	66	57	48	72	85	62	68	74	73	59	66
	3- 4	61	66	37	42	75	84	55	58	68	72	47	54
	4- 5	61	61	53	33	75	77	66	50	64	67	55	44
	5- 6	54	65	37	37	74	77	46	40	62	69	41	43
	6- 7	60	56	49	30	68	63	55	33	64	56	47	39
	7- 8	47	53	37	28	57	59	40	26	48	54	34	36
	9-10	45	41	22	34	45	43	25	29	41	40	15	29
	10-11	40	31	18	29	46	40	30	21	42	35	23	17
ALL RACES													
1978-82	1- 5	69	67	65	45					69	71	64	51
	2- 6	63	72	65	53					63	73	67	56
	3- 7	60	65	54	39	71	69	64	40	50	62	53	42
	4- 8	45	63	64	43	58	67	73	39	42	58	64	48
1979-82	1- 4	76	72	69	57					83	74	71	63
	2- 5	60	67	56	54					66	71	62	59
	3- 6	63	71	63	66	77	81	70	70	59	72	56	69
	4- 7	56	65	55	47	68	70	66	51	51	63	47	51
	5- 8	55	63	58	47	61	67	59	45	46	58	49	49
1980-82	1- 3	71	71	54	57	64	86	51	75	71	77	56	70
	2- 4	74	70	62	56	77	84	62	68	72	73	63	62
	3- 5	58	66	57	52	68	81	61	65	63	71	56	57
	4- 6	62	72	58	61	70	82	66	65	62	73	59	63
	5- 7	56	65	58	45	68	69	65	48	59	62	57	51
	6- 8	56	63	54	47	61	66	53	46	56	58	50	51
	9-11	46	41	31	40	48	42	31	37	40	39	26	36
1981-82	1- 2	82	80	65	66	73	84	62	72	78	81	64	76
	2- 3	79	70	65	55	81	86	69	72	80	77	67	68
	3- 4	67	71	54	50	80	85	64	62	70	73	53	59
	4- 5	66	67	64	45	79	82	73	59	67	72	64	51
	5- 6	65	73	60	53	80	82	70	54	68	73	62	56
	6- 7	67	65	66	39	75	70	71	40	68	64	66	42
	7- 8	58	63	49	43	64	66	49	39	56	58	49	48
	9-10	47	45	31	32	54	50	29	33	42	42	23	30
	10-11	48	41	38	36	50	42	38	31	45	40	34	26

Table A.49

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
NATIONAL NORMS

EAST OAK CLIFF SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
BLACK STUDENTS													
1978-82	1- 5	38	27	43	18					52	36	47	23
	2- 6	16	29	39	18					28	28	47	19
	3- 7	15	16	21	7	43	27	43	15	21	21	35	9
	4- 8	17	19	25	10	24	28	37	15	17	20	27	11
1979-82	1- 4	41	31	38	28					39	38	51	31
	2- 5	22	27	25	23					38	36	39	29
	3- 6	23	29	21	27	43	35	39	33	27	29	24	29
	4- 7	16	17	12	9	27	28	19	18	19	21	14	12
	5- 8	15	18	11	15	24	27	16	20	16	19	13	15
1980-82	1- 3	45	37	34	28	48	64	31	45	47	54	38	40
	2- 4	34	31	33	26	43	47	34	38	40	38	35	28
	3- 5	23	27	21	21	37	47	32	35	31	35	23	30
	4- 6	22	30	19	23	30	36	28	31	23	29	20	27
	5- 7	16	17	14	6	30	28	25	15	22	21	18	9
	6- 8	20	18	14	15	21	27	13	19	20	19	10	14
	9-11	5	7	3	10	11	10	3	7	5	8	3	8
1981-82	1- 2	56	44	43	30	57	56	44	39	58	56	47	48
	2- 3	43	37	39	23	49	65	43	37	48	54	47	34
	3- 4	29	31	21	23	51	46	43	36	42	37	35	29
	4- 5	26	27	25	18	39	47	37	31	31	36	27	23
	5- 6	21	30	17	18	36	36	30	24	28	30	20	19
	6- 7	24	17	25	7	30	27	25	15	25	21	22	9
	7- 8	15	18	7	10	23	27	10	15	18	19	5	11
	9-10	7	7	3	7	10	14	3	14	8	6	1	6
	10-11	6	7	4	8	14	10	8	5	5	8	3	8
ALL RACES													
1978-82	1- 5	38	26	40	19					52	36	46	25
	2- 6	16	29	36	19					28	29	47	21
	3- 7	16	18	21	7	43	28	42	15	22	22	34	10
	4- 8	18	20	24	10	25	29	37	15	18	21	27	12
1979-82	1- 4	40	31	36	27					59	38	50	30
	2- 5	22	27	24	23					37	36	39	30
	3- 6	23	30	20	27	42	36	38	32	27	29	24	28
	4- 7	17	19	12	12	28	29	20	20	20	23	13	15
	5- 8	16	19	11	15	26	28	16	21	17	20	13	16
1980-82	1- 3	44	36	33	27	47	64	31	45	47	54	37	40
	2- 4	34	31	33	24	42	46	33	36	40	38	37	37
	3- 5	23	27	19	21	37	47	31	34	30	35	23	30
	4- 6	22	30	19	23	30	36	26	30	23	29	20	28
	5- 7	17	19	15	8	31	29	24	16	23	23	18	11
	6- 8	21	19	14	15	22	28	14	19	21	20	11	15
	9-11	5	7	3	11	11	10	3	8	5	8	3	9
1981-82	1- 2	56	44	40	29	57	56	43	37	58	56	46	51
	2- 3	42	37	36	23	48	64	40	38	48	54	47	35
	3- 4	29	31	21	22	50	46	42	36	42	37	34	28
	4- 5	25	27	24	19	39	47	37	30	31	37	27	25
	5- 6	21	30	17	19	35	36	29	25	28	30	21	21
	6- 7	26	19	25	7	31	29	26	15	26	22	23	10
	7- 8	16	19	8	10	24	28	9	15	19	20	5	12
	9-10	7	7	3	7	10	14	3	14	8	6	1	6
	10-11	6	7	5	9	15	10	8	7	5	8	3	9

Table A.50

COHORT-LONGITUDINAL
PERCENTAGES OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
LARGE-CITY NORMS

EAST OAK CLIFF SUBDISTRICT

		READING				LANGUAGE				MATHEMATICS			
		COHORT		NON-COHORT		COHORT		NON-COHORT		COHORT		NON-COHORT	
YEARS	GRADES	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
BLACK STUDENTS													
1978-82	1- 5	67	54	65	44					63	58	66	47
	2- 6	50	54	62	44					49	51	66	45
	3- 7	43	46	48	33	61	53	54	34	38	44	49	29
	4- 8	38	50	43	45	48	54	54	39	33	44	44	27
1979-82	1- 4	71	57	71	55					69	62	62	55
	2- 5	52	55	49	46					56	59	54	50
	3- 6	51	54	46	53	62	62	60	58	46	51	40	52
	4- 7	40	47	33	38	52	54	45	41	34	45	27	35
	5- 8	42	48	36	48	47	52	38	44	33	42	25	37
1980-82	1- 3	68	66	53	52	61	80	49	67	60	73	50	65
	2- 4	60	57	54	52	66	71	64	59	61	62	57	51
	3- 5	44	54	42	47	54	71	48	59	48	58	45	51
	4- 6	46	54	41	50	53	63	52	56	44	52	42	52
	5- 7	40	47	36	35	52	54	46	40	42	45	36	33
	6- 8	42	48	34	49	47	52	30	46	41	42	30	35
	9-11	22	16	12	24	28	21	17	22	14	16	6	20
1981-82	1- 2	76	74	65	59	70	79	62	64	71	78	66	66
	2- 3	70	66	62	47	73	80	64	63	69	73	66	61
	3- 4	55	57	48	49	68	71	54	58	61	62	49	49
	4- 5	51	55	43	44	64	71	54	56	52	59	44	47
	5- 6	47	55	45	44	58	63	56	48	47	52	47	45
	6- 7	50	47	45	33	56	54	53	34	48	45	42	29
	7- 8	44	48	30	45	48	52	25	39	41	43	19	27
	9-10	21	19	12	17	29	26	15	21	19	21	10	15
	10-11	18	16	14	20	26	21	19	15	17	16	11	15
ALL RACES													
1978-82	1- 5	66	54	61	44					63	58	64	48
	2- 6	50	54	60	43					49	51	64	45
	3- 7	44	47	48	33	61	53	53	32	39	45	49	30
	4- 8	39	50	44	45	49	55	55	39	34	45	44	27
1979-82	1- 4	70	57	70	52					69	61	61	54
	2- 5	51	55	48	47					56	59	54	50
	3- 6	51	54	45	52	62	62	59	56	46	51	40	51
	4- 7	41	48	33	39	52	55	44	40	36	46	27	37
	5- 8	43	49	36	49	48	53	37	44	34	43	26	37
1980-82	1- 3	67	66	54	51	61	80	47	67	60	72	50	65
	2- 4	59	57	52	49	64	71	61	57	61	62	58	49
	3- 5	45	54	41	47	53	71	47	59	48	58	44	51
	4- 6	46	54	40	49	53	63	50	55	44	52	42	50
	5- 7	41	48	36	36	53	55	45	38	43	46	35	35
	6- 8	43	48	36	49	48	53	31	46	42	43	32	34
	9-11	22	16	12	24	28	21	17	22	14	16	6	20
1981-82	1- 2	76	74	61	58	70	79	61	61	71	78	64	68
	2- 3	69	66	60	45	72	79	62	64	68	72	64	61
	3- 4	54	57	48	46	67	70	53	56	61	61	49	47
	4- 5	51	54	44	44	63	71	55	56	52	59	44	48
	5- 6	47	55	44	43	59	63	56	46	47	52	46	45
	6- 7	51	48	46	33	57	55	53	32	49	46	44	30
	7- 8	44	49	32	46	49	53	25	39	42	44	19	27
	9-10	21	19	12	18	29	26	15	20	19	21	10	15
	10-11	18	16	15	21	27	22	20	16	18	17	11	16